



# Oxford Discover Grammar

Student Book

5



Angela Buckingham  
Bryan Stephens

OXFORD

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Finn Sonya Charlie April

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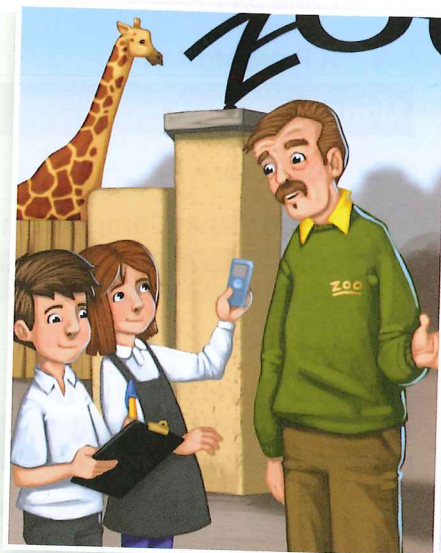
## 1

## An Interview at a Zoo

## Discover Grammar

A Listen and read.  02

- Boy** Have you been working here for long, Mr. Abbot?  
**Zookeeper** Yes, I have. I've been working here for twenty years.  
**Girl** Have you done many different jobs at the zoo?  
**Zookeeper** Yes, I have. I've fed the animals, cleaned the cages, and I've spoken to children on school trips.  
**Boy** Have you visited the countries where the animals come from?  
**Zookeeper** No, I haven't. I haven't seen the animals in the wild.  
**Girl** Which animals have you been helping to protect over the years?  
**Zookeeper** We've been helping to protect lots of endangered species.  
**Boy** Have you been working with schools?  
**Zookeeper** No, we haven't, but we have been working with our interns. These teenagers have been helping us to improve our handouts for schools. Some have been doing jobs here on the weekends.  
**Girl** What sort of jobs?  
**Zookeeper** They've been brushing the ponies and feeding the animals.



## B Circle the five past participles in the text above.

C Listen again and underline all the verbs ending in *-ing*.  02

## D Reorder the words to make sentences.

- 1 animals / been / have / you / protecting / Which \_\_\_\_\_ ?
- 2 been / Have / schools / working / with / you \_\_\_\_\_ ?
- 3 been / here / doing / They've / jobs \_\_\_\_\_
- 4 ponies / brushing / been / the / They've \_\_\_\_\_
- 5 the / been / animals / They've / feeding \_\_\_\_\_
- 6 spoken / children / to / school / I've / on / trips \_\_\_\_\_
- 7 haven't / the / I / seen / wild / animals / the / in \_\_\_\_\_
- 8 interns / been / We've / working / our / with \_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Present Perfect

Use the present perfect to talk about things you've done in your life up to now (your experience).

*Have you done many different jobs at the zoo? I have done lots of different things!*

*Have you visited Africa or India? No, I haven't seen the animals in the wild.*

Affirmative: *has / have + past participle*

Negative: *hasn't / haven't + past participle*

Questions: *Have / Has + subject + past participle ?*

**Remember!** The past participle is often the same as the simple past form of the verb.

**TIP** Some of the most common English verbs have irregular past participles, e.g. *eat* → *eaten*, *have* → *had*, *swim* → *swum*. There is a list on page 112.



Use short answers to questions in the present perfect to avoid repetition.

*Have you fed the lions?*

*Yes, I have. / No, I haven't.*

## B Listen and read. Write sentences in the present perfect. 03

**Sammy** 1 \_\_\_\_\_ (you / do) lots of different jobs at the zoo over twenty years, haven't you?

**Mr. Abbot** Yes, I have. 2 \_\_\_\_\_ (I / sell) tickets at the entrance, and 3 \_\_\_\_\_ (I / drive) the little train that goes around the zoo.

**Sammy** Really? And have you done anything else?

**Mr. Abbot** Yes, 4 \_\_\_\_\_ (I / work) in the cafeteria and 5 \_\_\_\_\_ (I / help) to build some of the things in the children's play area, too.

## C Sammy has written an article about Mr Abbot. Fill in the blanks with the verbs below.

he's driven   he's fed   He has been   he's helped   he's done  
he's spoken   he's sold   He's worked (x2)

### An amazing zookeeper!

Mr. Abbot has been at the local zoo for over twenty years, and during that time, 1 \_\_\_\_\_ many different jobs. 2 \_\_\_\_\_ a lot with the animals of course and 3 \_\_\_\_\_ and cleaned them, but he's also done lots of other jobs at the zoo. 4 \_\_\_\_\_ to school groups, 5 \_\_\_\_\_ tickets at the entrance and 6 \_\_\_\_\_ the little train that goes around the zoo. But that's not all! 7 \_\_\_\_\_ in the cafeteria and 8 \_\_\_\_\_ build some swings and slides for the playground. A really amazing zookeeper!



**D** Kadiatu works at the zoo on the weekends. Look at the pictures. Which jobs has she done? Which jobs hasn't she tried yet? Write sentences.

- 1 *She's fed the penguins.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



feed the penguins ✓



work in the cafeteria ✗



sell balloons ✓



clean the picnic area ✗



help a lost child ✓



take some photos for the website ✓

### Present Perfect Continuous

Use the present perfect continuous to talk about an action that started in the past and is continuing now. We often use it with *for* or *since*.

*I have been working here for twenty years.*

Past

Present

Future

Action started in the past.

Action is continuing now.

Which animals *have you been helping* to protect?

*We've been helping* to protect endangered species. (= We are still protecting them now.)

*Have you been working* with animals a long time? Yes, I have. / No, I haven't.

Affirmative: *has / have + been + -ing form of verb*

Negative: *hasn't / haven't + been + -ing form of verb*

Questions: *Have / Has + subject + been + -ing form of verb ?*



**Remember!** The past participle is often the same as the simple past form of the verb.

**TIP** Some of the most common English verbs have irregular past participles, e.g. *eat* → *eaten*, *have* → *had*, *swim* → *swum*. There is a list on page 112.

When we use the present perfect continuous in speaking, we often use the short form.

*have = 've*     *I have been working.* = *I've been working.*

*has = 's*     *Mr. Abbot has been feeding the animals.* = *Mr. Abbot's been feeding the animals.*

Use *for* to talk about a period of time e.g. *five minutes, three weeks, two years.*

Use *since* to talk about a moment in the past e.g. *ten o'clock, May 1<sup>st</sup>, Sunday.*

*I've been working* at the zoo *for* three years. *I've been brushing* the ponies *since* 7:00 p.m.

- E** Marta has written an email to her friend about the work she has been doing in the zoo. Read the email. Underline the seven examples of the present perfect continuous.

Hi Laura,

How are you? I'm great!

I've been working for the past year as an intern at our local zoo. It's fantastic. I've been doing lots of interesting things. I've been working with lots of different animals in Pets Corner. My favorites are the meerkats. I've been feeding them. And I'm part of a group of interns – we have been preparing handouts for children who come to the zoo on a school trip. It's been good fun. What have you been doing this summer? Have you been working?

I'll write again soon and send some photos. Bye for now.

Marta

- F** Write the sentences in the present perfect continuous.

- 1 They \_\_\_\_\_ (do) jobs on the weekend.
- 2 They \_\_\_\_\_ (feed) the animals.
- 3 He \_\_\_\_\_ (speak) to children.
- 4 We \_\_\_\_\_ (not work) with schools.
- 5 We \_\_\_\_\_ (protect) the animals.
- 6 These children \_\_\_\_\_ (help) us.

- G** Make the sentences negative.

- 1 Yes, I've seen the animals in the wild. \_\_\_\_\_
- 2 Yes, they've been to Australia. \_\_\_\_\_
- 3 Yes, he's been telling visitors about the new animal. \_\_\_\_\_
- 4 Yes, she's been designing the new website. \_\_\_\_\_

## Let's Talk!

- H** Tell your partner about some of the things you have or haven't done in your life. Take turns asking and answering the questions. Use these ideas or your own.

visit many countries   stay in my capital city   see animals in the wild   play soccer

Have you visited many countries?

I've/haven't visited many countries in Europe and Asia.

- I** Take turns asking and answering questions. Use these ideas or your own.

do my homework   play music in my room   draw pictures   watch TV   do some exercise

What have you been doing today?

I've been playing soccer with my friends.



# 2

## Looking After Our World

### Discover Grammar

**A** Listen and read. Answer the questions.  04

My name's Selma. I'm a student at an international school in Turkey. I've been a member of the World Wide Fund for Nature (WWF) for years – since 2011. I joined because I liked the logo. Have you seen it? It's a picture of a panda, and I was crazy about pandas. But now I understand how important the WWF is, and I'm proud that I'm a member. The WWF started in 1961, and it has become one of the most important organizations in the world for conservation. Its members have raised money to protect animals' habitats, and they've held campaigns to protect the tigers. Right now they are working in Brazil to help protect the Amazon rainforest. Their work is continuing, all over the world. The other reason I like the WWF is because I know so many children around the world like me are members, too. It isn't just for grown-ups. We are doing something really important for our planet.



**B** Read again and answer the questions.

- 1 When did the WWF start? It \_\_\_\_\_ (start).
- 2 What does it protect, animals or people? It \_\_\_\_\_ (protect).
- 3 How long has Selma been a member? She \_\_\_\_\_ (be).

**C** Look at the verbs in the text. Circle two examples of the present perfect. Highlight two examples of the present continuous. Underline two examples of the simple past.

**D** Circle the correct answers.

- 1 The WWF **started** / **has started** in 1961.
- 2 Selma **is** / **has been** a member since 2011.
- 3 Right now, the WWF **has worked** / **is working** in Brazil to protect the rainforest.
- 4 Selma **enjoys** / **enjoyed** being a member of the WWF.

# Learn Grammar

## A Read and learn.

### Review of Tenses

#### Simple Present

Use the simple present to talk about facts and routines.

Affirmative: *Selma **is** a member of the WWF. She **likes** animals.*

Negative: *It **isn't** just for grown-ups.*

Questions: ***Do** you **belong** to any organizations that help the planet?  
Yes, I **do**. / No, I **don't**.*

#### Present Continuous

Use the present continuous to talk about things that are happening now.

Affirmative: *We **are writing** an article for our newspaper about the WWF.*

Negative: *I **'m not raising** money. I **'m helping** people find out about this organization.*

Questions: ***Are** they **trying** to help animals all over the world?  
Yes, they **are**. / No, they **aren't**.*

#### Simple Past

Use the simple past to talk about things that are finished.

Affirmative: *I **joined** the WWF in 2011.*

Negative: *It **didn't have** a lot of members at the start.*

Questions: ***Did** your friends **join** as well?  
Yes, they **did**. / No, they **didn't**.*



## B Circle the correct answers.

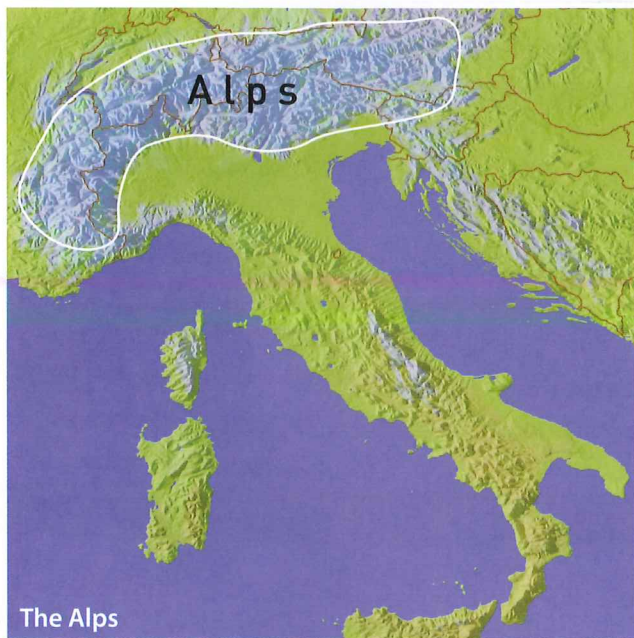
- 1 Selma joined in 2011. She is still a member. She **belongs** / **is belonging** to the WWF.
- 2 She is busy. She usually **writes** / **is writing** emails every month to tell the WWF about her wildlife campaign at school.
- 3 They always **visit** / **are visiting** their school garden.
- 4 Today, Selma and her friends are in the school garden. They **don't dig** / **aren't digging** the earth.
- 5 They **aren't drawing** / **don't draw** pictures at the moment. They are taking photos of the school garden.
- 6 They've **held** / **are holding** campaigns to protect the tigers.
- 7 Right now they **work** / **are working** to protect the rainforest.
- 8 Selma **doesn't think** / **isn't thinking** the WWF will publish her photos. But it does! She is very happy.

**C** Listen and read. Complete the sentences using the simple past. Then listen and check. 05

- Q Where did bearded vultures live?  
 A In the past, bearded vultures  
 1 \_\_\_\_\_ (live) in the Alps, which are  
 a range of mountains in southern Europe.  
 Q Did they live in South America too?  
 A No, they 2 \_\_\_\_\_ (not live) there.  
 Q When did they die out in the Alps?  
 A In 1913, humans 3 \_\_\_\_\_ (kill)  
 the last bearded vulture in the Alps.  
 Q Did people kill the vultures by accident?  
 A Unfortunately, people 4 \_\_\_\_\_  
 (not kill) the birds by accident. People hunted  
 the birds with guns and poison.



This is a bearded vulture. It's one of the species that the WWF has helped.



- Q What did the WWF do to help?  
 A In 1978, the WWF 5 \_\_\_\_\_ (start)  
 a project to raise the birds in zoos.  
 Q Was it easy?  
 A No, it 6 \_\_\_\_\_ (not be). It took a  
 long time.  
 Q When did they release the first chicks?  
 A In 1986, they 7 \_\_\_\_\_ (release)  
 some young birds in Austria, and then  
 into some other countries, as well. They  
 8 \_\_\_\_\_ (not release) them into  
 the Alps immediately.  
 Q Was the project successful?  
 A Yes, it 9 \_\_\_\_\_ (be)! Today there  
 are more than 100 breeding pairs of bearded  
 vultures in Europe.

**D** Change the sentences into questions.

- 1 You sell copies of the school newspaper. Do you sell copies of the school newspaper?
- 2 It helps everyone learn about the WWF. \_\_\_\_\_
- 3 They learn about animals in the wild. \_\_\_\_\_
- 4 The WWF is working in many different countries. Is the WWF working in many different countries?
- 5 It is protecting animals all over the world. \_\_\_\_\_
- 6 Selma is writing a report for her school newspaper. \_\_\_\_\_
- 7 Arzur took some photos. Did Arzur take some photos?
- 8 Edul wrote an email. \_\_\_\_\_
- 9 They went to the school garden. \_\_\_\_\_

## E Read and learn.

### Review of Tenses

#### Present Perfect

Use the present perfect:

- to talk about things that have happened up to now. These things happened at some time in the past. We don't say when they happened.

*The WWF **has held** campaigns to protect the tigers.*

- to say that something happened in the past, but has an effect in the present. It is still happening now and is not finished or completed.

*It **has raised** money to protect animals.*

- to say that something started in the past, but is still happening now.

*It **has become** one of the most important organizations for conservation.*



#### Present Perfect or Simple Past?

*The WWF **started** in 1961.*

We know when this happened, so we use the simple past. Compare:

*The WWF **has worked** in Brazil to protect the Amazon rainforest. (The work is still happening.)*

*The WWF **worked** in Brazil to protect the Amazon rainforest. (The work is finished.)*

## F Write questions with the present perfect.

- 1 you / read / about the WWF? *Have you read about the WWF?*
- 2 your friends / work / in Brazil? \_\_\_\_\_
- 3 you / hold / a campaign for tigers? \_\_\_\_\_
- 4 she / write / for the school newspaper? \_\_\_\_\_
- 5 we / find / a photo of a panda? \_\_\_\_\_

## G Circle the best answers.

- 1 They **saw** / **'ve seen** a vulture last week.
- 2 Have you asked Selma about the WWF?  
**Yes, I did.** / **Yes, I have.**
- 3 She **was** / **'s been** a member since 2011.
- 4 Juliam **never went** / **has never been** to Brazil. She'd love to go.
- 5 I **fed** / **'ve fed** the tigers yesterday.

## Let's Write!

## H Are you a member of a club, an association, an orchestra, or a choir? Write about it. Use these ideas or your own.

be a member / Kids For Change / two years join / 2013 proud / be a member

*I've been a member of Kids For Change for two years. I joined in 2013. I'm proud to be a member.*

*Kids For Change has done a lot of good work. It has raised money to help sick children.*

# Module 1 Review

## A Read and complete with full forms of the present perfect.

Interviewer 1 \_\_\_\_\_ (you / work) in the rainforest for long, Hans?

Hans Loos Yes, 2 \_\_\_\_\_ (I / live) here for over ten years.

3 \_\_\_\_\_ (my company / build) three small hotels in the forest.  
We call them lodges.

Interviewer 4 \_\_\_\_\_ (many tourists / stay) in them?

Hans Loos Yes, 5 \_\_\_\_\_ (we / have) lots of visitors over the years.

Interviewer So has it been hard work for you?

Hans Loos No, not really. 6 \_\_\_\_\_ (I / enjoy) meeting so many people  
from different countries.

Interviewer Thanks for telling me about your business, Hans.

## B Listen and check your answers. 06

## C Read an email from a tourist who stayed at one of the lodges. Complete the text with forms of the present perfect continuous.

Hi,

We <sup>1</sup> 've been having (have) a great time here at one of the forest lodges.

We <sup>2</sup> \_\_\_\_\_ (go) on walks in the forest every day.

We <sup>3</sup> \_\_\_\_\_ (watch) birds fly high in the trees. We <sup>4</sup> \_\_\_\_\_ (look)

at lots of animals feeding or drinking  
near the river, too. Every morning,

we <sup>5</sup> \_\_\_\_\_ (get up)

early to see the sun rise. Then

we <sup>6</sup> \_\_\_\_\_ (go) canoeing,

and we <sup>7</sup> \_\_\_\_\_ (search)

for pink dolphins!


We <sup>8</sup> \_\_\_\_\_ (take) lots of  
photos, so I'll send you some in my

next email.

Bye for now,

Jo



**HOTspot**  Why do you think tourists choose this sort of vacation? Is it the type of vacation you would like to go on? Why, or why not?

**D** Read and complete the text. Use the simple present, simple past or present perfect.

1 We've heard (hear) a lot about global warming. Now our teacher  
2 \_\_\_\_\_ (ask) us to think of ways to promote World Car-Free Day at  
our school.


Cars are dangerous. They 3 \_\_\_\_\_ (produce) dangerous gases that  
4 \_\_\_\_\_ (make) people ill and cause pollution. They 5 \_\_\_\_\_ (be)  
noisy and they are very dangerous to children.

Last year, we 6 \_\_\_\_\_ (hold) a Walk-to-School week. It 7 \_\_\_\_\_ (be)  
a great idea, and lots of families 8 \_\_\_\_\_ (leave) their cars at home. Some  
children 9 \_\_\_\_\_ (walk) to school with their friends. Others biked. Some of my  
friends 10 \_\_\_\_\_ (make) a 'walking bus'. My friends 11 \_\_\_\_\_ (meet)  
me, and we 12 \_\_\_\_\_ (go) together to the next house. The 'bus' got longer and  
longer. Twelve of us walked to school together that day!

I think World Car-Free Day 13 \_\_\_\_\_ (be) really important!

**E** Circle the correct words.

- 1 Buses **cause** / **are causing** less pollution than cars.
- 2 Since the year 2000, Barcelona in Spain **closed** / **has closed** more than  
300 roads to traffic.
- 3 A new tramline **has opened** / **opened** in Montpellier in France in the  
year 2000. Trams use electricity and are quiet, fast, and cheap.
- 4 In some English cities, children **have been walking** / **walked** to school  
on a Walking Bus, led by two grown-ups. This has been very successful.
- 5 Many countries **are building** / **build** more bike lanes, and there are  
bike rental programs in many cities.

**HOTspot**  Can you imagine what your city or town would be like without cars?

**F** Match the questions and answers.

- |  |  |
|--|--|
| 1 What are you doing for World Car-Free Day?   | a Yes, I do. It keeps me in shape!                               |
| 2 Do you like walking to school?               | b No, she doesn't. That can cause accidents.                     |
| 3 Have you ever ridden your bike to school?    | c I'm walking to school with my friends.                         |
| 4 How do you usually come to school?           | d By car. But we share rides with another family, which is good. |
| 5 Does your mom park near the school entrance? | e No, I haven't. My mom says it's too dangerous.                 |

# 3

## What Can We Learn from Cave Paintings?

### Discover Grammar

- A** Listen and read the information sheet. The fifth grade are visiting a Natural History Museum.  07

### Frequently Asked Questions:

**How could cave people keep their teeth clean if they didn't have toothpaste and toothbrushes?**

*They couldn't go to the dentist, but they could clean or pick food out of their teeth with sticks or bones.*

**Could cave people find food very easily?**

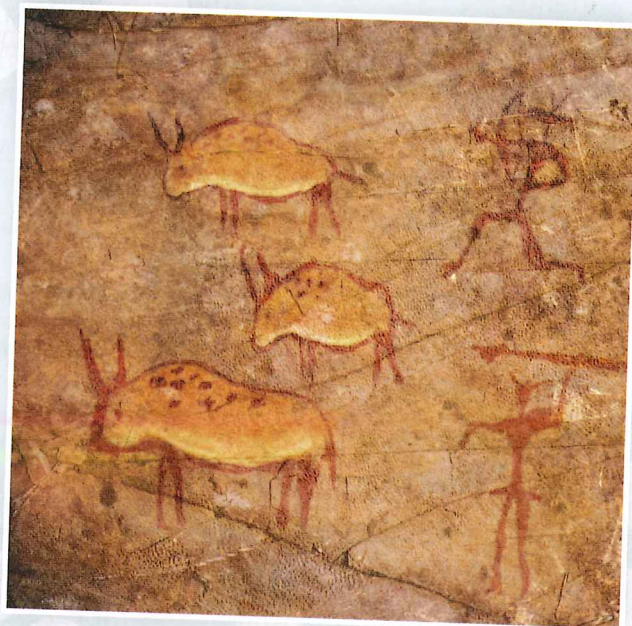
*They couldn't just go to the supermarket like us, but they could hunt, and they could also find fruit and berries in the forests. They also knew which plants you could eat and which ones you couldn't because they were poisonous.*

**In the future, will we be able to find out more about people who lived 20,000 years ago?**

*Yes, in the future, we will be able to know even more about these people, because of carbon dating and DNA.*

**Will we be able to learn more about what these people ate and how they communicated?**

*We will probably be able to find out what they ate, because of new scientific discoveries, but we probably won't be able to discover anything about the language they spoke.*



- B** Find and circle the following words in the text above.

could   couldn't   will be able to   won't be able to

- C** Write 'P' next to the sentences that talk about the past.  
Write 'F' next to the sentences that talk about the future.

# Learn Grammar

## A Read and learn.

### Modals of Ability

#### Could / Couldn't

I / you / he / she / it / we / they **could** + verb

I / you / he / she / it / we / they **could not** or **couldn't** + verb

Use the modal verb *could* / *could not* (*couldn't*) to talk about the ability to do things in the past.

Affirmative: *The cave people **could** hunt for food. They **could** make fires.*

Negative: *She **couldn't** swim. They **couldn't** use electricity.*

Questions: ***Could** they cook meat? Yes, they **could**.*

***Could** he go to the dentist's? No, he **couldn't**.*

#### Will / Won't Be Able To

I / you / he / she / it / we / they **will be able to** + verb

I / you / he / she / it / we / they **will not** or **won't be able to** + verb

Use *will* / *won't be able to* to talk about the ability to do things in the future.

Affirmative: *In the future, we **will be able to** know more about cave people.*

Negative: *We **won't be able to** learn the language of the cave people.*

Questions: ***Will** he **be able to** learn more? Yes, he **will**. No, he **won't**.*



## B Look at the picture and answer the questions with *Yes, they could* or *No, they couldn't*.

- 1 Could the cave men hunt animals with spears, and bows and arrows?  
\_\_\_\_\_
- 2 Could women and children hunt with the men?  
\_\_\_\_\_
- 3 Could the cave people cook their food?  
\_\_\_\_\_
- 4 Could the cave people keep warm by the fire?  
\_\_\_\_\_
- 5 Could wild animals get into their cave?  
\_\_\_\_\_
- 6 Could the cave people draw pictures?  
\_\_\_\_\_



## C Listen and check your answers. 08



**B** Circle things cave people *could* do in blue and things they *couldn't* do in red.

make necklaces read a newspaper use tools drive a car go to the supermarket go to school cook meat make clothes light a fire

**C** Think of two more things that cave people *could* or *couldn't* do.

**D** Write two sentences with *could* and two with *couldn't*. Use the ideas above.

- 1 They couldn't go to school.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**E** Read the interview. Do you believe Mr. Batty? Circle *could* or *couldn't*.

**Interviewer** Mr. Batty, you say you have studied the cave people for a long time.

**Mr. Batty** Yes, that's right. It has been interesting. I have learned a lot about their way of life.

**Interviewer** Could they communicate with each other easily?

**Mr. Batty** Yes, of course. They could also speak perfect English, as well as their own language.

**Interviewer** Really? That's amazing. And could they also write English?

**Mr. Batty** Yes, but they couldn't spell very well, and they couldn't use a dictionary.

**Interviewer** Could they live comfortably in their caves?

**Mr. Batty** Yes, they could. Most of the caves had a bathroom and a kitchen, so they could take a bath or a shower, and they could cook food like we do. They didn't have refrigerators though, so they couldn't store meat for very long.

**Interviewer** So you are telling us they had electricity?

**Mr. Batty** Yes, they could light their caves like we do, but they couldn't install central heating.

**Interviewer** Did you find any evidence of all of this?

**Mr. Batty** No, I couldn't take any photos. I forgot to take my camera with me.

**F** What do you think? Answer the questions.

- 1 Could the cave people communicate easily with each other? *Yes, they could communicate easily with each other.*
- 2 What languages could they speak? \_\_\_\_\_
- 3 Could they also write English? \_\_\_\_\_
- 4 Could they spell and use a dictionary? \_\_\_\_\_
- 5 Could they take a bath or a shower? \_\_\_\_\_
- 6 Could they cook food like we do? \_\_\_\_\_
- 7 Could they store meat for very long? \_\_\_\_\_
- 8 Could they light their caves like we do? \_\_\_\_\_
- 9 Could they install central heating? \_\_\_\_\_
- 10 Why couldn't Mr. Batty take any photos? \_\_\_\_\_

**G** Match the two parts of the sentences.

- |                   |  |
|-------------------|--|
| 1 Next year, I'll | a tell me more about cave people?            |
| 2 He won't be     | b be able to study cave paintings at school. |
| 3 Could you       | c could hunt with spears.                    |
| 4 Cavemen         | d able to take photos without his camera.    |

**H** Write sentences with *could* / *couldn't* and *will* / *won't be able to*.

- |   |  |
|---|--|
| 1 When I was six, / swim ✓                      | <i>When I was six years old, I could swim.</i> |
| 2 When I was four, / ride a bicycle ✗           | _____  |
| 3 When I was eight, / speak English ✗           | _____  |
| 4 When I am fifteen, / go into town by myself ✓ | _____  |
| 5 When I am 24, / travel around the world ✓     | _____  |
| 6 When I am very old, / run fast ✗              | _____  |

**Let's Talk!**

**I** Draw a picture of yourself when you were young. Show your partner. What could you do? What couldn't you do?

Imagine what you will be like when you are older. Draw another picture.

Ask your partner questions about their two pictures. Talk about your pictures. Use these ideas or your own.

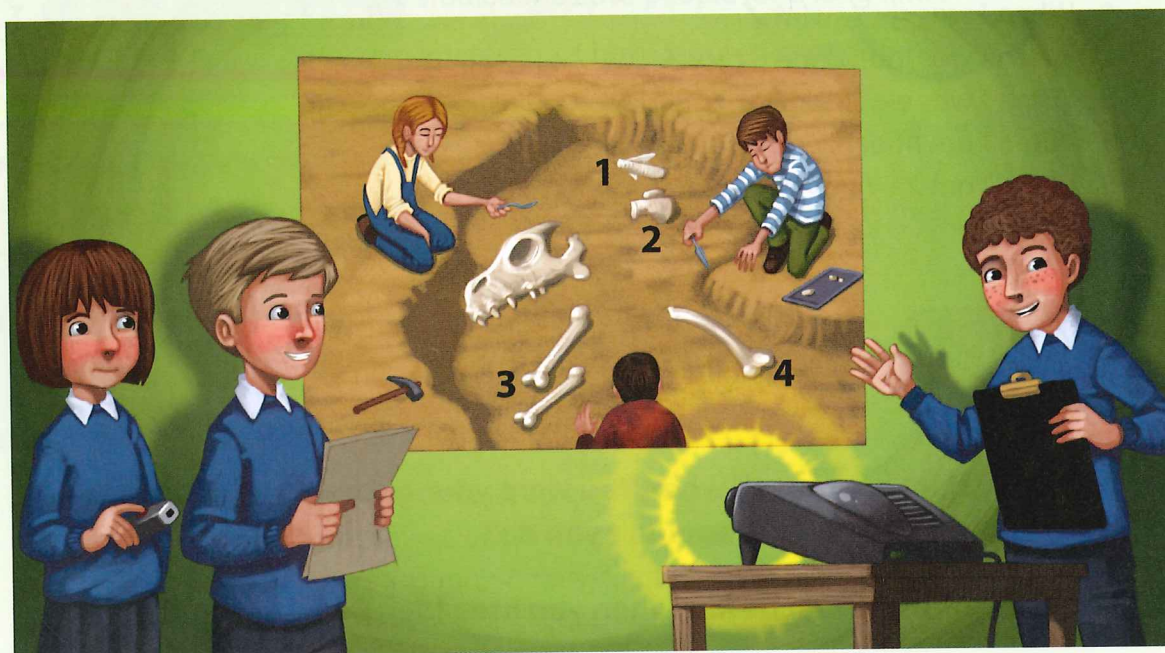
- How old were you?
- Could you swim?
- Could you play the piano?
- How old are you in this picture?
- What will you be able to do?


# 4 A Presentation

## Discover Grammar

**A** Listen and read the presentation for a school assembly.  09

- Marco** Today we are talking about dinosaurs. They have found dinosaur bones near the school, so this part of the country must be where dinosaurs lived before.
- Sara** Can you look at number 1 on the photo? The bone at the top of the photo must be the dinosaur's tail, and bone number 2 next to the tail has to be its backbone. We know this for sure because we can look at photos of bones found before.
- Alex** And now, can you look at number 3 at the bottom of the photo. We know that the two large bones have to be the top of the dinosaur's legs. We think that bone number 4 near the man's tray might be the bottom part of the leg, but we are not completely sure. Are there any questions?
- Student** Is that small object on the left of the photo one of the dinosaur's teeth?
- Alex** No, it can't be one of its teeth. Look more closely. It's the man's hammer!



- B** Listen again. Then check (✓) *must*; circle *has / have to*; highlight *might*; and underline *can't*.  09
- C** Read again. What do the presenters think is true and what do they know is true?
- 
-

# Learn Grammar

## A Read and learn.

### Modals of Certainty: *Must, Has To, Might, Can't*

Use *must* or *have to* when you are sure that something is true.

*The bone at the top of the photo **must** be the dinosaur's tail, and the bone next to the tail **has to** be its backbone. We know this for sure because we can look at photos of bones found before.*

Use *might* when you are not sure if something is true.

*We think that the bone near the man's tray **might** be the bottom part of the leg, but we are not completely sure.*

Use *can't* when you are sure that something is NOT true.

*That **can't** be one of its teeth. It's the man's hammer!*



## B Read the sentences and complete with the words in the box.

must   can't   might

- 1 This bone \_\_\_\_\_ be a leg. We are completely sure of that.
- 2 This bone \_\_\_\_\_ be a tooth. Maybe this is true, but we are not sure.
- 3 This bone \_\_\_\_\_ be part of the head. We are sure that it is not.

## C Read the sentences and circle the correct words.

- 1 Everybody is 100 percent sure that this **must** / **might** be a dinosaur's tooth.
- 2 This **can't** / **might** be a dinosaur's egg because it's too small.
- 3 I am not completely sure that this is part of the tail. It **might** / **has to** be part of the neck.
- 4 The man working on this site **can't** / **must** be an expert because he has made so many mistakes.
- 5 We think that the bone near the tray **must** / **might** be part of the leg but we're not sure.



**D** Reorder the words to make sentences.

1 at the top of the photo / The bone / the dinosaur's tail / must be

2 The bone / the tail / next to its backbone / has to be

3 must be / the top of / the dinosaur's legs / The two large bones

4 on the left / The small object / can't be / one of the dinosaur's teeth

5 might be / near the man's tray / The bone / the bottom part of the leg

6 can't be / too small / This / a dinosaur's egg

7 dinosaur's tooth / I am / must be / sure / this

8 be part of / has to / It / the neck

**E** Look at the objects. Match the two parts of the sentences.

1 I'm not sure, but I think this

2 I think this is made of gold, so

3 These are quite small, so

4 These round objects with an emperor's face

5 This object is made of plastic

a it might be quite valuable.

b must be Roman coins.

c so it can't be old.

d might be a toy.

e they must be children's shoes.



**F** Read and complete with *must*, *might*, or *can't*.

Rachel What do you think this is? It looks like part of a toy to me.

James It <sup>1</sup> \_\_\_\_\_ be because it's made out of gold. It <sup>2</sup> \_\_\_\_\_ be something else.  
I think it <sup>3</sup> \_\_\_\_\_ be a ring, but I'm not completely sure.

Rachel Maybe you're right. And what about this broken pot? I'm sure that it <sup>4</sup> \_\_\_\_\_  
be very old.

James No, it <sup>5</sup> \_\_\_\_\_ be old. Look, it's made of plastic!

Rachel And I'm not sure, but these round objects <sup>6</sup> \_\_\_\_\_ be coins.

James Yes, they <sup>7</sup> \_\_\_\_\_ be. Look, there's a face and some writing on them. I think  
this <sup>8</sup> \_\_\_\_\_ be Roman treasure.

Rachel No, it <sup>9</sup> \_\_\_\_\_ be. The Romans didn't come to this part of the country.

**G** Listen and check your answers.  10

**Let's Write!**

**H** Make sentences and say them to your partner.

must expensive made of gold might child's shoe  
quite small can't Roman coin made of plastic

*I know it must be expensive because it's made of gold.*

**I** Imagine you have found some objects. Write a conversation like the one in exercise F. Write what you think the objects *must* / *might* or *can't* be. Give the reasons why each time. Use these ideas or your own.



## Module 2 Review

- A** Read about Greg, who lived as a caveman for a week.  
Complete with *could* or *couldn't*.

How was the week, Greg?


The cave was very cold, so I <sup>1</sup> \_\_\_\_\_ sleep at all. I <sup>2</sup> \_\_\_\_\_ hunt small animals for food, but I <sup>3</sup> \_\_\_\_\_ light a fire without matches, so I <sup>4</sup> \_\_\_\_\_ cook them.

<sup>5</sup> \_\_\_\_\_ you find fruit and other things to eat?

Yes, I <sup>6</sup> \_\_\_\_\_, but I <sup>7</sup> \_\_\_\_\_ find any water to drink near the cave.

<sup>8</sup> \_\_\_\_\_ you spend another week in the cave, Greg?

Yes, I <sup>9</sup> \_\_\_\_\_, but I don't want to!

**HOTspot**  Would you like to live in a cave for a week? Why, or why not?  
What would be easy? What would be difficult?

- B** Read the interview and complete the text with the words in the box.

~~a we'll be able to do~~   b we won't be able to learn   c we'll be able to learn  
d We'll be able to travel   e we'll be able to answer   f We won't be able to know  
g we will be able to live

**Interviewer** Professor Bond, can you tell us about your new book?

**Professor Bond** Yes, sure, I write about the things <sup>1</sup> **a** in a hundred years.


**Interviewer** Can you give us a few examples?

**Professor Bond** Sure. Well, <sup>2</sup> \_\_\_\_\_ many of the mysteries of history, for example, <sup>3</sup> \_\_\_\_\_ the language that the cave people spoke.

**Interviewer** No, <sup>4</sup> \_\_\_\_\_ how cave people communicated. That's impossible! OK, let's move onto another topic. Can you tell us something about how <sup>5</sup> \_\_\_\_\_ differently in the future?

**Professor Bond** Sure. One of the most important changes will be connected to space travel. <sup>6</sup> \_\_\_\_\_ back and forward to Mars, for example.

**Interviewer** Really! <sup>7</sup> \_\_\_\_\_ if you are right or wrong, Professor Bond. A hundred years is too far away!

**HOTspot**  Do you agree with any of Professor Bond's ideas? Which ones? Which ones do you think we won't be able to do? Why not? Do you have your own ideas of what we will be able to do in a hundred years?

**C** Read the blog and complete with *must be* or *can't be*.

Rachel, Paris

I found a lot of coins in my garden. At first, I thought they <sup>1</sup> must be very old because they were covered with dirt, and I couldn't read the writing on them. Now I know they <sup>2</sup> \_\_\_\_\_ old because they are made of plastic!

James, Dublin

I found an old pot. My friends told me it <sup>3</sup> \_\_\_\_\_ over a thousand years old. I'm not sure, so I'm going to take it to the local museum to check.



Maggie, New York

We moved last summer. I found an old ring in the attic. My dad says it <sup>4</sup> \_\_\_\_\_ valuable because it has a diamond in it.

**D** Rewrite the sentences. Use the modal verbs in parentheses.

- 1 The coins are very old. (might) The coins might be very old.
- 2 The diamond ring is very valuable. (must) \_\_\_\_\_
- 3 The pot is Roman, so it is very old. (has to) \_\_\_\_\_
- 4 The plastic toy I found isn't special. (can't) \_\_\_\_\_
- 5 It's an old cave painting. (might) \_\_\_\_\_

**E** Mustafa is an archeologist. Look at the photos of his discoveries. Write *must be*, *can't be*, or *might be*. Then match his notes to the photos.



- 1 It must be Egyptian. I can see hieroglyphics! b
- 2 It \_\_\_\_\_ a statue. It has two handles and a hole to put things in. \_\_\_\_\_
- 3 It \_\_\_\_\_ valuable. It's made of gold! \_\_\_\_\_
- 4 It \_\_\_\_\_ very old. It's made of plastic. \_\_\_\_\_
- 5 It \_\_\_\_\_ a dinosaur bone, but we aren't sure. \_\_\_\_\_



# 5 Our Future

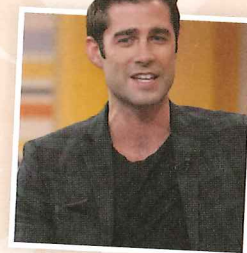
## Discover Grammar

- A** Listen and read. A television presenter talks about the new invention he's going to present in next week's program.  11

In our next program, we are going to look at a new invention, the "Copterbike", which we believe will be a bestseller. Why? It will work as a motorbike and will travel at 200 miles an hour! It will change to a helicopter in one minute and will fly at 400 miles an hour! You won't need to be a pilot to fly it, and you won't need to wear a helmet because there will be an airbag to protect your head. We predict the following with the "Copterbike":

- There will be fewer accidents.
- People will get to work quicker.
- Drivers will enjoy flying.

Good night, everybody. Next week, I am going to drive and fly the "Copterbike" myself, so I will be able to give you my opinion of the invention. Just have one last look at this beautiful machine. I think you can see that I'm going to have lots of fun! See you next week! Bye.



- B** Underline *will / won't* and circle *going to* in the text. What does the presenter use *will / won't* to talk about? What does he use *going to* to talk about?

- C** Listen and read the text again. Complete the sentences. Use *will*, *won't*, or a form of *going to*.  11

- 1 In our next program, we \_\_\_\_\_ look at a new invention, the "Copterbike".
- 2 It \_\_\_\_\_ work as a motorbike and a helicopter.
- 3 It \_\_\_\_\_ travel at 200 miles an hour.
- 4 You \_\_\_\_\_ need to be a pilot to fly it, and you \_\_\_\_\_ need to wear a helmet.
- 5 We believe there \_\_\_\_\_ be fewer accidents and that drivers \_\_\_\_\_ enjoy flying.
- 6 Next week, I \_\_\_\_\_ drive and fly the "Copterbike".

# Learn Grammar

## A Read and learn.

### Future with Will / Won't and Going To

Use *will / won't* to talk about facts in the future.

The "Copterbike" **will** work as a motorbike and **will** travel at 200 miles an hour!

You **won't** need to be a pilot to fly it, and you **won't** need to wear a helmet.

Use *will / won't* to make predictions about things you believe.

There **will** be fewer accidents.

People **will** get to work quicker.

Drivers **will** enjoy flying.

Use *going to* to talk about future plans.

In our next program, we **are going to** look at a new invention.

Next week, I **am going to** drive and fly the "Copterbike" myself.

Use *going to* to make predictions about things you see.

I think you can see that I **'m going to** have lots of fun!



## B Read the TV presenter's diary for next week. What is he going to do each day? Write sentences.

Monday Present the breakfast show

Tuesday Interview the president

Wednesday Present a children's program

Thursday Work at home

Friday Go to the dentist

Saturday Fly to Paris on the "Copterbike"

Sunday Not doing anything ☺

- 1 On Monday, he's going to present the breakfast show.
- 2 On Tuesday, \_\_\_\_\_.
- 3 On Wednesday, \_\_\_\_\_.
- 4 On Thursday, \_\_\_\_\_.
- 5 On Friday, \_\_\_\_\_.
- 6 On Saturday, \_\_\_\_\_.
- 7 On Sunday, \_\_\_\_\_.

**C** Listen to an interview with the TV presenter after the show. Write sentences with *going to*. Listen and check.  12

Interviewer you / drive and fly the "Copterbike" next week?

1 Are you going to drive and fly the "Copterbike" next week?

TV presenter Yes, I / drive and fly it to the TV studios every day.

2

Interviewer And / you / go on any longer trips during the week?

3

TV presenter Yes, I / visit Paris on it on the weekend.

4

Interviewer you / fly across the English Channel?

5

TV presenter No, I / fly there.

6

I / take the train under the English Channel.

7

**D** Read the advertisement for a new weather satellite. Complete the sentences. Use *will / won't* and the verbs in the box.

send    provide    circle    have    be



## Flash 1

### Technical Information

Flash 1 <sup>1</sup> \_\_\_\_\_ the Earth three times every day.

It <sup>2</sup> \_\_\_\_\_ in an orbit 530 miles high.

It <sup>3</sup> \_\_\_\_\_ cameras to photograph cloud movements.

It <sup>4</sup> \_\_\_\_\_ TV images and telephone messages around the world.

It <sup>5</sup> \_\_\_\_\_ any information about the moon.

**E** Read the conversation between two scientists about the weather. Complete the sentences with *will* or *going to*.

Scientist 1 Look at the dark clouds.

Scientist 2 Yes, it's <sup>1</sup> \_\_\_\_\_ rain in New York today. The picture is not very clear, though.

Scientist 1 Yes, I agree, but I hear the new satellite, Flash 1, <sup>2</sup> \_\_\_\_\_ have much better cameras.

Scientist 2 Good. That <sup>3</sup> \_\_\_\_\_ make our job easier in the future.

Scientist 1 Yes, it <sup>4</sup> \_\_\_\_\_, but let's get back to work now! Look, the temperature in Colorado is minus five degrees centigrade.

Scientist 2 Yes, they <sup>5</sup> \_\_\_\_\_ have a lot of snow today, especially on the mountains. But look here: there are clear blue skies over parts of the south.

Scientist 1 Yes, it's <sup>6</sup> \_\_\_\_\_ be warm and sunny in Texas and Arizona.

Scientist 2 And look at the speed of the wind over Florida. There's <sup>7</sup> \_\_\_\_\_ be a tornado there. Quick, call for help!

**F** Read the sentences and circle *will* or *going to*.

- 1 Next Monday, we **are going to** / **will** watch the science program about the "Copterbike".
- 2 Look at the satellite picture. I think it **will** / **'s going to** be hot and sunny later today.
- 3 Flash 1 **is going to** / **will** circle the Earth at a height of 530 miles at a speed of 7 km per second.
- 4 I predict more people **are going to** / **will** use "Copterbikes" in the future.

## Let's Talk!

**G** Write in the diary what you plan to do next week, then tell your partner your plans.

Monday	play tennis
Tuesday	
Wednesday	do aerobics
Thursday	go to drama club
Friday	
Saturday	watch soccer
Sunday	meet Sana

What are you going to do on Monday?

I'm going to go to drama club.

I'm going to play tennis with my friends.  
What are you going to do?

## 6

## A Spaceship Competition

## Discover Grammar

**A** Listen and read the conversation. Look at the poster and the notes.  13

- Awa** Next week after school, Sultan and I are meeting to design our model spaceship for the competition.
- Mohamed** Jack and I are also planning our design next week, and we're hoping to finish the drawings on Friday.
- Awa** We're finishing our drawings at the beginning of March and then we're making a test spaceship the following week.
- Mohamed** So you're testing the spaceship to see if it flies in March?
- Awa** Yes, and if everything goes well, we're building the real spaceship in June.
- Mohamed** I think that's very late. The competition is in July!
- Awa** So when are you building your spaceship?
- Mohamed** We're starting to build it at the end of March and we're adding the solar panels at the beginning of April. We're planning to finish the whole spaceship by the middle of May. And we're testing it on June 1.
- Awa** Wow!

### Intergalactic Spaceship Competition!

Design and build a model spaceship  
 Final Entry Date Saturday July 24  
 First Prize \$1,000



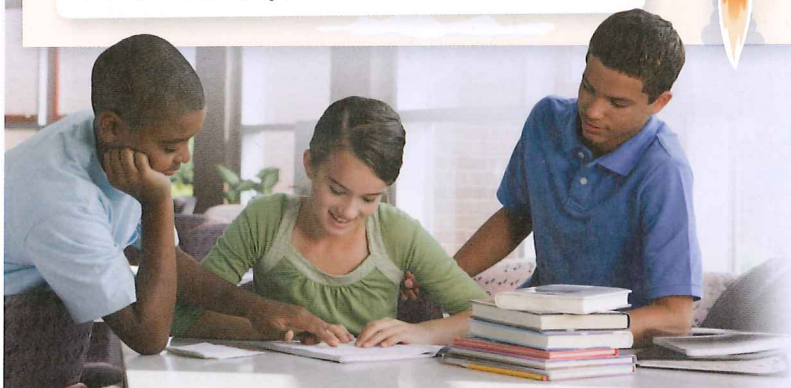
Meet Sultan next week —  
 design spaceship

Finish drawings + make test model  
 (beginning of March)

Fly test spaceship (end of March)

Build final spaceship in June

Meet Jack next week —  
 finish drawings on Friday  
 Start building in March  
 Add solar panels in April  
 Finish spaceship in May  
 Test on June 1



**B** Read the text again. Underline the verbs in the present continuous.

**C** Read the text again. Circle the correct answer, a, b or c.

The sentences in the present continuous tense talk about:

- a plans in the present
- b plans in the future
- c plans in the past

**D** Write the base forms of the present continuous verbs underlined in the text in A.

- |               |         |         |          |
|---------------|---------|---------|----------|
| 1 <u>meet</u> | 4 _____ | 7 _____ | 10 _____ |
| 2 _____       | 5 _____ | 8 _____ | 11 _____ |
| 3 _____       | 6 _____ | 9 _____ | 12 _____ |

**E** Act it out. Work in pairs and practice the conversation.

## Learn Grammar

**A** Read and learn.

### Future with Present Continuous

Use the present continuous to talk about future plans, especially when you mention a specific time or place.

*Next week after school, Sultan and I **are meeting** to design our model spaceship.*

*We're **building** the real model in June.*

*When **are you building** the model spaceship?*

*We're **not building** it this year.*



### Remember!

Use *will* for future facts and predictions about things you believe.

Use *going to* for future plans and predictions about things you see.

Future fact

*The prize for the spaceship competition **will** be \$1,000.*

Prediction about things you believe

*I think that Mohamed **will** win the competition.*

Future plan

*I'm **going to** enter the competition next year.*

Prediction about things you see

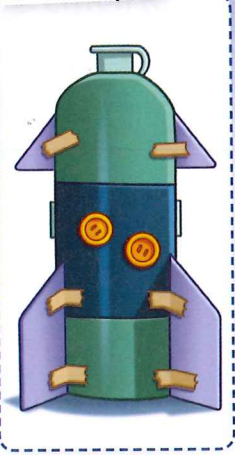
*Look at the smoke from that spaceship. It's **going to** crash.*

**B** Listen and read. Complete the interview with present continuous affirmative statements and questions.  14

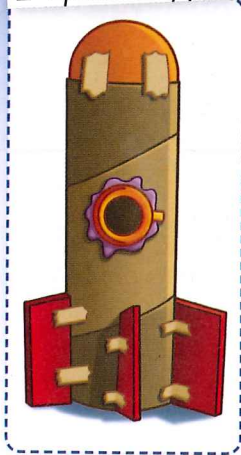
# Intergalactic Spaceship Competition

## List of finalists

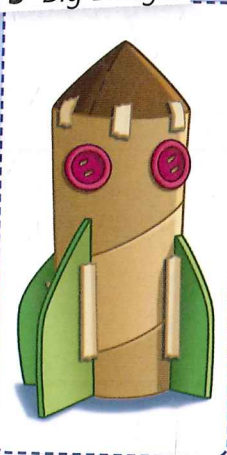
1 Galaxy 1



2 Space Hopper



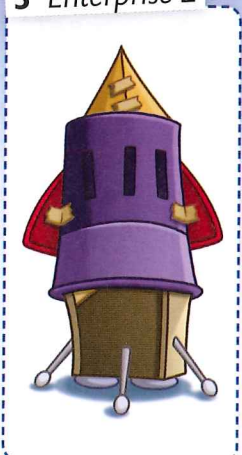
3 Big Bang 5



4 Blast Off 10



5 Enterprise 2



Interviewer

How many spaceships are in the competition?

Organizer

Here's the list. There are five finalists.

Interviewer

When <sup>1</sup> *are you deciding* (you / decide) who the winner is?

Organizer

We <sup>2</sup> \_\_\_\_\_ (we / look) at all the designs on Monday and Tuesday next week. On Wednesday afternoon, <sup>3</sup> \_\_\_\_\_ (we / watch) the launch of *Galaxy 1* and *Space Hopper*.

Interviewer

<sup>4</sup> \_\_\_\_\_ (the launch / happen) in Los Angeles?

Organizer

No, near Las Vegas. <sup>5</sup> \_\_\_\_\_ (we / travel) there on Sunday evening.

Interviewer

And when <sup>6</sup> \_\_\_\_\_ (other launches / happen)?

Organizer

<sup>7</sup> \_\_\_\_\_ (they / fly) the other three spaceships next Friday morning at five o'clock.

Interviewer

And when <sup>8</sup> \_\_\_\_\_ (you / choose) the winner?

Organizer

<sup>9</sup> \_\_\_\_\_ (we / meet) to discuss everything in two weeks.

Interviewer

Thanks very much for your time.

## **C** Match the two parts of the sentences.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 We're finishing            | a the drawings on Friday.         |
| 2 We're talking              | b the spaceship on June 1.        |
| 3 The launches are happening | c the solar panels in April.      |
| 4 We're deciding             | d who the winner is in two weeks. |
| 5 We're adding               | e about the designs next month.   |
| 6 We're flying               | f next Friday at five o'clock.    |

**D** Write questions for the sentences in exercise C.

1 *When are you finishing the drawings?*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**E** Circle the best option in each sentence.

1 Plan: Tomorrow at ten, we **are meeting** / **will meet** to discuss the competition.

2 Fact: The launch of *Galaxy 1* and *Space Hopper* **will be** / **is being** on Tuesday August 20.

3 Prediction (things you believe): Soon everybody in the world **will** / **is going to** have a cell phone.

4 Plan: They **are going to** / **will** launch the spaceship at this airport.

5 Prediction (things you can see): Look at that smoke! The spaceship **will** / **is going to** crash.

**Let's Write!**

**F** Work in pairs. Answer the questions with the present continuous, *will*, and *going to*. Write about yourself.

1 What are you doing tonight?

I \_\_\_\_\_

2 How old will you be on your next birthday?

I \_\_\_\_\_

3 What are you going to do during the holidays?

I \_\_\_\_\_

**G** Take turns asking and answering the questions.

I'm doing my homework, and then I'm meeting my friends.

**H** Write a letter to a new pen pal. Tell him or her about yourself. Tell your friend what you are doing next week. Use these ideas or your own.

play sports on Tuesday

watch a movie after school on Friday

go out with friends on the weekend

visit my grandma on Sunday afternoon



# Module 3 Review

- A** Read the conversation and the teacher's lesson planner for next week. Complete the text. Use *going to* with the verbs in parentheses.

Lesson Planner: Fourth Grade, Black Lake Primary School

Monday Science (new inventions), History (inventions in the 1800s)  
Tuesday Art (technical drawings and making models)  
Wednesday English (designing a poster)  
Thursday Math (speed)  
Friday Project work in groups (design and make a model sports car)

- Anna What <sup>1</sup> \_\_\_\_\_ (you / teach) the fourth grade in science next week?  
Rachel <sup>2</sup> \_\_\_\_\_ (I / teach) them about some new inventions. In history,  
<sup>3</sup> \_\_\_\_\_ (we / look) at inventions in the 1800s.  
Anna <sup>4</sup> \_\_\_\_\_ (you / show) them a DVD?  
Rachel Yes, <sup>5</sup> \_\_\_\_\_ (I / show) them a DVD about the "Copterbike."  
Anna Great!  
Rachel And what <sup>6</sup> \_\_\_\_\_ (they / learn) in art?  
Anna <sup>7</sup> \_\_\_\_\_ (They / do) some technical drawing and  
<sup>8</sup> \_\_\_\_\_ (they / make) some models. In English on Wednesday,  
<sup>9</sup> \_\_\_\_\_ (they / design) a poster.  
Rachel And <sup>10</sup> \_\_\_\_\_ (you / do) anything special in math this week?  
Anna Yes, <sup>11</sup> \_\_\_\_\_ (we / do) a topic on speed.  
<sup>12</sup> \_\_\_\_\_ (We / look) at how fast spaceships fly. On Friday,  
<sup>13</sup> \_\_\_\_\_ (the class / do) a project in groups.  
<sup>14</sup> \_\_\_\_\_ (They / make) a model of a sports car.

- B** Listen and check your answers.  15

- C** Read the information for parents about next year's new school uniform at Black Lake School. Write sentences with *will* or *won't*.

- 1 girls' skirts: blue ✓ black ✓ brown X

The girls' skirts will be blue or black. They won't be brown.

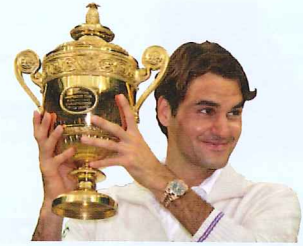
- 2 boys' pants: long ✓ gray ✓ short X

- 3 boys' and girls' blazers: blue ✓ black ✓ red X

- 4 boys' and girls' sweaters: gray ✓ pink X red X

**D** Match the two parts of the sentences. Then write sentences with *will* to make predictions about things you believe.

- |                          |                             |
|--------------------------|-----------------------------|
| 1 Roger Federer / win    | a man on Mars by 2030       |
| 2 more tourists / visit  | b much cheaper in ten years |
| 3 The US / put           | c Dubai this summer         |
| 4 Space tourism / become | d at Wimbledon next year    |



1 *I think Roger Federer will win at Wimbledon next year.*

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**E** Reorder the sentences to read about Junko's future plans.

15-year-old Junko Nakamoto is hoping to be the world's youngest space tourist when she takes her first rocket flight on her 16th birthday this summer.

- 1 study astrophysics / in college / I'm going to \_\_\_\_\_
- 2 I'm going to / to the US / move \_\_\_\_\_
- 3 my English / improve / I'm going to \_\_\_\_\_
- 4 work / I'm going to / at NASA \_\_\_\_\_
- 5 One day, I'm going to / my own rocket / design \_\_\_\_\_

**F** Complete the sentences with predictions about what is going to happen next.

- 1 Look at the old tires on your car. You / have an accident \_\_\_\_\_
- 2 Look at the dark clouds over there. It / rain \_\_\_\_\_
- 3 Look! Henry is first! He / win the race \_\_\_\_\_
- 4 Look at those flames on the barbecue! The meat / burn \_\_\_\_\_

**G** Look at James's notes. Write about his plans for next week. Use the present continuous.

*meet Tony and Rachel – Tuesday 4 o'clock*

*go to park – Wednesday after school*

*see grandpa – Friday 5 o'clock*

*play tennis – Saturday and Sunday morning*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## 7

## Rescue!

## Discover Grammar

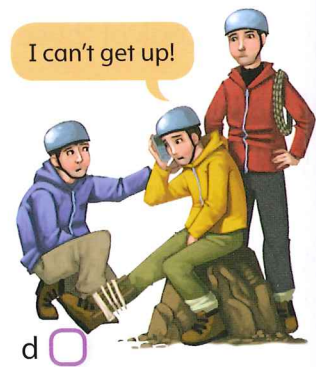
A Listen and read the telephone call about a mountain rescue.  16

- 1 **Ian** Hi Marc. We're looking for a German tourist. He called us from his cell phone. He was rock climbing and fell about 40 feet into a cave. He said that he couldn't get up. It sounds like a broken ankle.
- Marc** Does he speak English?
- 2 **Ian** Yes, he does. His name's Felix. He has two friends with him. He said that they were getting cold.
- 3 **Marc** Where are they?  
**Ian** He said that they were near a lake.  
**Marc** OK, I'm on my way.

Later that evening, on the radio...

- 4 **News caster** 24-year-old Felix Fischer broke his ankle when he was rock climbing today. Mountain rescue volunteer Marc Barclay said that the rescue went well. Felix is now in the hospital. He said that his leg wasn't very painful, and he thanked everyone for their help.

## B Match the pictures to the numbers in the text.



## C Look at the speech bubble text. How is it written in the text?

- |                                |   |
|--------------------------------|---|
| 1 "I can't get up!"            | <u>He said that he couldn't get up.</u> |
| 2 "We are near a lake."        | He said that they _____.                |
| 3 "My leg isn't very painful." | He said that his leg _____.             |
| 4 "We are getting cold."       | He said that they _____.                |

# Learn Grammar

## Reported Speech with *Said That*

Use reported speech to tell someone what another person said.

You can say what someone else said, or report what you said.

"Help! I'm stuck!" → She said that she was stuck.  
 "I can't read the map." → I said that I couldn't read the map.

To make reported speech, you usually change the tense of the verb from the present to the past.

simple present → simple past  
 present continuous → past continuous  
 present modal → past modal



Direct speech	Reported speech
I <b>am</b> in a cave.	He said that he <b>was</b> in a cave.
We <b>are getting</b> cold.	They said that they <b>were getting</b> cold.
I <b>can't</b> walk.	He said he <b>couldn't</b> walk.

You usually change the pronoun, too.

Direct speech	Reported speech
I <b>need</b> some help!	He said that <b>he</b> needed some help.
We <b>are</b> lost.	They said that <b>they</b> were lost.
<b>My</b> leg is painful.	He said that <b>his</b> leg was painful.
Thank you for <b>your</b> help.	He thanked us (/ He said "thank you") for <b>our</b> help.

When you write in direct speech, use quotation marks to show that someone is talking.

"I'm on vacation," said Felix.

Don't use quotation marks in reported speech.

He said that he was on vacation.

### A Look at the pictures and story on page 34 again. Circle the correct answer.

- Who said, "I can't get up?" **Felix / Ian / Marc**
- Who couldn't get up? **Felix / Ian / Marc**
- Who said that he was looking for a tourist? **Felix / Ian / Marc**
- Who said that he was on his way? **Felix / Ian / Marc**
- Who was near a lake? **Felix / Ian / Marc**
- Who said, "My leg isn't very painful"? **Felix / Ian / Marc**

**B** Listen and read. Then circle the correct words.  17



"This is Bonnie. She's my mountain rescue dog. She helps me search for climbers who are lost or injured. Her sense of smell is incredible. It's 44 times more effective than a human's. Rescue dogs can rescue people in caves, mountains, and in areas destroyed by earthquakes or tsunamis. They can find humans in the cold, heat, smoke, and dust. Rescue animals are amazing!"

- 1 He said Bonnie was **my** / **his** rescue dog.
- 2 He said that Bonnie helped **him** / **me** find lost climbers.
- 3 He said that **her** / **his** sense of smell was amazing.
- 4 He said that rescue dogs **can** / **could** find humans in difficult conditions.
- 5 He said that they **are** / **were** amazing!

**C** Match the reported speech to direct speech.

- |  |                                     |
|--|-------------------------------------|
| 1 The tourist said that she was lost.                            | a "I can't speak French."           |
| 2 Hamid said that it was a long way home.                        | b "I am lost!"                      |
| 3 Ana and Yolanda said that they liked mountain climbing.        | c "We don't go hiking very often."  |
| 4 Mrs. Walsh said she was taking photos of the birds.            | d "It's a long way home."           |
| 5 Mr. and Mrs. Nouri said that they didn't go hiking very often. | e "We like mountain climbing."      |
| 6 Farid said that he couldn't speak French.                      | f "I'm taking photos of the birds." |

**D** What did Felix say to the mountain rescue team? Change from direct speech to reported speech.

- 1 "I don't like the rain," said Felix.  
*Felix said that he didn't like the rain.*
- 2 "I'm feeling very tired," he said.  
\_\_\_\_\_
- 3 "My ankle is swelling up and it is painful," he said.  
\_\_\_\_\_
- 4 "I have two friends with me," he said.  
\_\_\_\_\_
- 5 "They can't speak English," he said.  
\_\_\_\_\_
- 6 "We don't want to stay in the cave all night," he said.  
\_\_\_\_\_
- 7 "I want to get a message to my brother!" he said.  
\_\_\_\_\_

**E** Complete the reported speech sentences. Use the information in the box.  
What did these people say?

"I'm delighted Felix is safe." "I am very happy to be off the mountain!"  
"It's an exciting news story." "I am happy that Bonnie, my rescue dog, can help."  
"It is a difficult place to land." "Felix's ankle is fine."

- 1 Felix's brother said he *was delighted Felix was safe.*
- 2 The news reporter said that \_\_\_\_\_.
- 3 The doctor said that \_\_\_\_\_.
- 4 Marc, the rescue volunteer, said that he \_\_\_\_\_.
- 5 The Mountain Rescue helicopter pilot said \_\_\_\_\_.
- 6 Felix said he \_\_\_\_\_.

**F** Imagine you work in the mountain rescue office with Ian. Tell the story of Felix's accident.

**Direct speech**

- 1 "I can speak a little English."
- 2 "My foot hurts."
- 3 "I have two friends with me."
- 4 "I can't walk."
- 5 "I need to be rescued!"

**Your accident report**

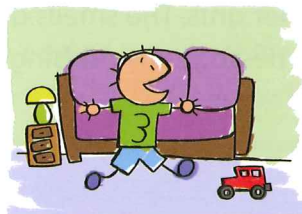
- Felix said that \_\_\_\_\_.
- He said that \_\_\_\_\_.
- He said \_\_\_\_\_.
- He \_\_\_\_\_.
- He \_\_\_\_\_.

**Let's Write!**

**G** Interview your partner about an accident. What happened? What did everyone say? Draw pictures and then write the story underneath. Use reported speech.



My brother is three years old.



He likes running.



He runs everywhere, fast.



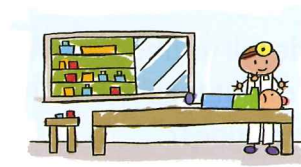
My brother said that his head hurts.



My Mom said that she was worried.



We went to the hospital.



The doctor said that it was fine.



Everyone is happy.

I spoke to ... She said ... He said... Her mother said... The police officer said ...

## 8

## The Secret World of Ants

## Discover Grammar

**A** Listen and read. The fourth grade are at the Rainforest Museum.  18



**Guide** These are leafcutter ants. They're from Central and South America. They recycle about 20 percent of leaves in the rainforest.

**Children** Wow!

**Guide** They have lots of different jobs. There are soldier ants, scouts, leaf-cutters, gardeners, and there is, of course, the queen.

**Girl** How many of them live together?

**Guide** Sometimes over five million ants live together in a nest. And they are really strong. They can carry over 50 times their own weight.

**Boy** Can they talk to each other?

**Guide** No, they can't talk, but they do communicate. They can warn each other when there's danger. And they tell each other where to find food. They use their antennae to pick up smells from other ants. The smells are called scents. They can leave about twenty different scent messages by rubbing their abdomen (their body) on the ground.

**B** The children are back at school. What do they remember? Match the questions and answers.

- |  |  |
|--|--|
| 1 What did the guide tell us about leaves? | a I asked her if the ants could talk to each other.                                    |
| 2 What did she say about their nests?      | b She told us that the ants could leave about twenty different scent messages.         |
| 3 Did you ask any questions?               | c She told us that the ants recycled about 20 percent of the leaves in the rainforest. |
| 4 What did she say about communication?    | d She said that sometimes over five million ants lived together in a nest.             |

**C** Look at the answers in exercise B. Find the direct speech in the story and underline.

**D** Match the questions to the reported speech.

- |  |   |
|--|---|
| 1 "What are the ants doing?"             | a We asked her when the ants slept.                 |
| 2 "How many ants are there in the tank?" | b Antonio asked her what the ants were doing.       |
| 3 "Which one is the queen ant?"          | c Yolanda asked her which one the queen ant was.    |
| 4 "When do the ants sleep?"              | d I asked her how many ants there were in the tank. |

## Learn Grammar

**A** Read and learn.

### Reported Speech with *Told* and *Asked*

We use *said* in reported speech if we don't say who the person was talking to.

"Ants live in giant nests." → The guide *said* that ants lived in giant nests.

We use *told* in reported speech when we say who the person was talking to.

We use a name or object pronoun.

The guide *told me* that the ants lived in giant nests.

The teacher *told the children* to listen carefully.



**TIP** The object pronouns are *me, you, him, her, it, us, you, them*.

### Reported Questions

For reported questions, use *asked* + name or object pronoun + *if* or *whether*. Remember to change the tense and change the question mark to a period.

"Do ants eat flowers?" → Farid asked *her if / whether* ants ate flowers.

"Can I leave the room?" → I asked *Leni if / whether* I could leave the room.

For reported questions with question words, change the word order back to a normal affirmative sentence.

"Where are the ants?" → I asked her *where* the ants *were*.

"What are they eating?" → She asked them *what* the ants *were eating*.

**B** Circle the correct verbs.

- 1 The principal **told** / **said** everyone about the insect competition.
- 2 Mrs. Ansell **told** / **said** Hannah to make a model of a bee.
- 3 Gemma **told** / **said** me to help her find a picture of a beetle.
- 4 Selma **told** / **said** the posters looked colourful.
- 5 I **told** / **said** the best one was Miranda's.
- 6 My mom and dad **told** / **said** my picture was fantastic.



- C** Listen and read. Highlight all the examples of *said that, told ... that* and *asked ... if* in the text.  19



### My Wolf Project

We went to the wildlife park this holiday. I talked to the keeper. His name was Mr. Andy Damon. Andy studies wolves. He said that wolves used their body language and their faces to communicate. He said that they used their ears, tails, and body position to share their feelings with the rest of the pack. I don't like the noise wolves make. He said that the noise was called a howl. I asked him if howling was a sign of anger. He told me that wolves howled to scare other animals away and to protect their young, but he also said that sometimes they probably just howled for fun!

- D** Complete the sentences. Write *said, told, or asked*.

- 1 Mr. Damon \_\_\_\_\_ me that he studied wolves.
- 2 He \_\_\_\_\_ that wolves used their bodies and faces to communicate.
- 3 I \_\_\_\_\_ him that I didn't like the noise wolves make.
- 4 I \_\_\_\_\_ him if howling was a sign of anger.
- 5 He \_\_\_\_\_ me wolves howled to scare other animals away.
- 6 He also \_\_\_\_\_ they howled for fun!

- E** Change the direct speech to reported speech.

- 1 "I'm doing my homework project."  
Maria told Anton that she \_\_\_\_\_ homework project.
- 2 "Are you writing about wolves?"  
Anton asked Maria \_\_\_\_\_ about wolves.
- 3 "Yes. I love wolves!"  
Maria said that \_\_\_\_\_ wolves.
- 4 "I have a picture of them on my T-shirt."  
Cristophe said that \_\_\_\_\_ a picture of them on \_\_\_\_\_ T-shirt.
- 5 "Can I copy your T-shirt?"  
Maria asked Cristophe \_\_\_\_\_ T-shirt.

**F** Change these questions into reported speech.

- |  |   |
|--|---|
| 1 "Where is the wildlife show?"<br>He asked where _____.       | 4 "Can I sit near the front?"<br>He asked if _____.         |
| 2 "How many tickets do you have?"<br>She asked how many _____. | 5 "Do you want some ice cream?"<br>She asked whether _____. |
| 3 "What time does it start?"<br>They asked what _____.         | 6 "Can I take photos?"<br>They asked if _____.              |

**G** Read the sentences. Circle the speaker(s). Underline the listener(s).

- The attendant asked if I could give my ticket to her.
- Lucy told me the parrot gave her a strange look.
- The guide asked me if I was listening to him.
- The animal keepers told Oscar they were going to see his talk about birds.
- You asked us if we had an information booklet.
- Adam and Toby told Jake that he could sit with them.

**H** Match the direct speech to the sentences above. Write a number. Then complete the text.

- 1 "Can you give your ticket to me?"  
"\_\_\_\_\_ are going to see \_\_\_\_\_ talk about birds."  
"Are you listening to \_\_\_\_\_?"  
"Do \_\_\_\_\_ have an information booklet?"  
"\_\_\_\_\_ can sit with \_\_\_\_\_."  
"The parrot gave \_\_\_\_\_ a strange look."

**Let's Talk!**

**I** Talk to your partner about the insects, birds, and animals they like. Think of five questions to ask. Write them down. Use these ideas or your own.

Do you like animals?

Do you like going to the zoo?

Do you think ants are smart?

Which animals are you good at drawing?

What is your favorite animal?

**J** Now talk to a different partner. Tell them about your questions, and what your first partner said to you. Use reported speech!

*I spoke to Amelia. She said that her favorite animal was an elephant. She told me she liked going to the zoo. I asked her if she thought ants were smart.*

## Module 4 Review

### A Change the direct speech to reported speech.

- 1 "I'm learning about bees," said Jack.  
Jack told me that he \_\_\_\_\_ about bees.
- 2 "Are you drawing a picture?" I asked.  
I asked him \_\_\_\_\_ a picture.
- 3 "No, I can't draw bees," he said.  
Jack said that \_\_\_\_\_ bees.
- 4 "Can I help you?" I asked.  
I asked him \_\_\_\_\_.
- 5 "What do you want to do?" he asked.  
He asked me \_\_\_\_\_ to do.
- 6 "I can draw a fantastic queen bee for you!" I said.  
I told him that I \_\_\_\_\_ a fantastic queen bee for \_\_\_\_\_.
- 7 "Thanks! I would like that!" said Jack.  
Jack told \_\_\_\_\_ like that.



### B Complete the sentences, using reported speech. Use *asked*, *said*, or *told*.


- 1 "Anita, can you tell us about bees?"  
We \_\_\_\_\_ Anita to tell us about bees.
- 2 Anita \_\_\_\_\_ us about bees and flowers.
- 3 She \_\_\_\_\_ that bees collected nectar to drink.
- 4 She \_\_\_\_\_ us that they left their scent on the flowers, to tell other bees there was no nectar left.
- 5 I \_\_\_\_\_ that this was very clever!

### C Write reported questions with question words.

- 1 "How do bees know which flowers to visit?" (Ana)  
*Ana asked how the bees knew which flowers to visit.*
- 2 "What does a bee like to drink?" (Marco)  
Marco \_\_\_\_\_
- 3 "What happens when the nectar is finished?" (Pedro)  
\_\_\_\_\_
- 4 "How many bees visit the same flower in one day?" (Maria)  
\_\_\_\_\_
- 5 "What does the queen bee do?" (Ana)  
\_\_\_\_\_

**D** Write reported questions.

- 1 "Are the bees always hungry?" (Nada)  
*Nada asked if the bees were always hungry.*
- 2 "Do the bees like large or small flowers?" (Kamil)  
Kamil \_\_\_\_\_
- 3 "Do the bees eat any other type of food?" (Sana)  
\_\_\_\_\_
- 4 "Can bees see different colors?" (Tarik)  
\_\_\_\_\_

**HOTspot**  How do you think bees choose which flowers to visit? Bees make a loud buzzing noise if they are disturbed. Why do you think they do this?

**E** Circle the correct object pronouns.

- Teacher** Thank you for your interesting talk, Anita. Listen, everyone. What did Anita tell us about bees?
- Omar** She told <sup>1</sup> **us** / **him** that the bees drink nectar.
- Sara** And Tom asked <sup>2</sup> **her** / **him** whether the color of the flower is important.  
She told <sup>3</sup> **them** / **him** that bees can't see the color red!
- Teacher** Aaron, did Anita tell <sup>4</sup> **you** / **it** about how much they sleep – their hibernation?
- Aaron** Yes, she told <sup>5</sup> **me** / **you** that bumblebees sleep all winter – underground!

## Grammar Booster

### Time Words in Reported Speech

When you use reported speech, you need to change some words, such as time and place words.

*here* → *there*      *this* → *that*      *now* → *then*      *next week* → *the next week*  
*today* → *that day*      *tomorrow* → *the next day*      *tonight* → *that night*      *this year* → *that year*

#### Direct speech

"There are five bees **here** in my garden **today**."

#### Reported speech

Lisa said there were five bees **there** in her garden **that day**.

**F** Complete the sentences. Change the tenses and use the correct time and place words.

- 1 "I'm visiting the wildlife park next week."  
She said that \_\_\_\_\_
- 2 "I think this is really interesting."  
He said that \_\_\_\_\_
- 3 "The weather is good for bees this year."  
Mom said that \_\_\_\_\_
- 4 "I'm planting some purple flowers tomorrow."  
She said that \_\_\_\_\_

## 9

## Granny Stops Museum Thief!

## Discover Grammar

A Listen and read.  20

The police thanked 86-year-old grandmother Mavis Jones yesterday for stopping a robbery at the City Art Museum. We interviewed Mavis:

*Why did you go to the museum?*

I went because it's nice and warm. I go there every afternoon.

*Who did you go with?*

I went by myself.

*Where did you see the robber?*

He was in the Italian art room, in a long black coat. I was suspicious. It was a sunny day. Why did he need a coat?

*What did you do?*

I hid behind a statue. I saw him take a painting and put it under his coat!

*How did you stop him?*

I shouted, "Hey! You stop that, young man!" He started to run. So I tripped him with my cane. Then I sat on him. I shouted, "Help, thief!" I have quite a loud voice, you know.

*Who helped you?*

The security guards! They ran in and rescued the picture. Then they called the police. It was very exciting!

*Congratulations, Mavis. You are our hero!*

NEWS  
GRANNY STOPS  
MUSEUM THIEF!

GRANDMOTHER GRABS  
BUNGLING BURGLAR

EXTRA  
86 YEAR OLD  
GRANDMA STOPS  
ITALIAN ART THIEF



**B** Read again and underline the question words.

**C** Act it out. Work with a partner. Practice asking the questions.

# Learn Grammar

## A Read and learn.

### Asking Questions

Questions which ask for information begin with question words: *what, where, when, why, who, whose, which, how*. The question word comes first, then a form of the verb *to be* or the auxiliary verb, and then the subject.

**TIP** Auxiliary verbs are *have, will, would, can, could, shall, should, may, might, and must*.

*The thief was in the art room.* → *Where was the thief?*

And when there is no auxiliary verb, use *do* or *did* to make a question.

*Mavis goes to the museum.* → *When does Mavis go to the museum?*

*They stopped the thief.* → *How did they stop the thief?*

### Subject / Object Questions

- Look at these sentences.

*Who stole the picture?*      *The thief stole the picture.*

*What happened next?*      *Something exciting happened.*

*Who stopped the thief?*      *Mavis stopped the thief.*

In the questions, the verb is the same as it is in the affirmative sentence, and the word order does not change. The question word is the subject of the affirmative sentence.

- Look at these sentences.

*Who did Mavis stop?*      *Mavis stopped the thief.*

(*Mavis* is the subject. *Who* is the object.)

In the question above, the question word is the object of the sentence.

Make the question with a form of *do*. Compare:

*Somebody stopped the thief. Who?*

*Who stopped the thief?* (*Who* is the subject.)

*Mavis stopped somebody. Who?*

*Who did Mavis stop?* (*Who* is the object.)



## B Find the two questions with *Who* in the story. Write in the order you find them in the story.

1 \_\_\_\_\_

*Who* is the object of the sentence.

2 \_\_\_\_\_

*Who* is the subject of the sentence.

**C** Read the questions and answers. Choose the correct question words.

What Where Who Why When

- \_\_\_\_\_ is the museum? It's in the center of the city.
- \_\_\_\_\_ likes to go there? Mavis does.
- \_\_\_\_\_ does she usually go? She goes there every day, in the afternoon.
- \_\_\_\_\_ does she do in the museum? She looks at the pictures.
- \_\_\_\_\_ does she like it? Because the pictures are beautiful, and the museum is warm!

**D** Write the question words.

- |  |   |
|--|---|
| 1 Mavis went to the museum.<br>_____ went to the museum?<br>_____ did Mavis go?          | 4 The museum is next to the Town Hall.<br>_____ is the museum?<br>_____ is next to the Town Hall? |
| 2 Mavis loves art.<br>_____ loves art?<br>_____ does Mavis love?                         | 5 Mavis shouted loudly.<br>_____ shouted loudly?<br>_____ did she shout?                          |
| 3 Picasso painted the picture.<br>_____ painted the picture?<br>_____ did Picasso paint? | 6 Everyone cheered Mavis!<br>_____ cheered Mavis?<br>_____ did everyone cheer?                    |

**E** Reorder the words to make subject questions. Then match them to the answers. Read the story on page 44 again if you need help.

- |   |                            |
|---|----------------------------|
| 1 the / where / was / thief / ?<br>_____                | a Mavis watched him.       |
| 2 watched / thief / the / who / ?<br>_____              | b In the Italian Art room. |
| 3 ran / the / to / exit / who / ?<br>_____              | c The security guards did. |
| 4 her / for / help / thanked / who / Mavis / ?<br>_____ | d The thief did.           |
| 5 Mavis / who / helped / ?<br>_____                     | e The police did.          |



**F** Listen and read. Complete with question words. Then listen again to check your answers.  21

**Police officer** OK, everyone. Listen, please. Mavis Jones will answer questions now.  
**Journalist** 1 \_\_\_\_\_ do you go to the City Art Museum, Mrs. Jones?  
**Mavis** I go there every afternoon. It's my favorite place in town.  
**Journalist** 2 \_\_\_\_\_ did you stop the thief?  
**Mavis** I used my cane. And then I sat on top of him. I was really mad!  
**Journalist** 3 \_\_\_\_\_ happened next?  
**Mavis** I called for help, and the security guards came in. They found the picture, and they helped me stand up!  
**Journalist** 4 \_\_\_\_\_ called the police? You or the guards?  
**Mavis** The guards called the police. I don't have one of those cell phones.  
**Police officer** Thank you, everyone. That's all we have time for now ...

**G** Underline the two subject questions and circle the two object questions in exercise F.

**H** Read the sentences. Write questions with question words. Use *does*.

- 1 Where \_\_\_\_\_? Mavis lives near the City Art Museum.
- 2 When \_\_\_\_\_? She goes to the museum in the afternoon.
- 3 What \_\_\_\_\_? She looks at the Italian Art.
- 4 Who \_\_\_\_\_? She doesn't meet anyone.

**I** Write questions. Ask about the words in *italics*.

- 1 Who used her cane? \_\_\_\_\_ Mavis used her cane.
- 2 What did she use to stop the thief? \_\_\_\_\_ Mavis used *her cane* to stop the thief.
- 3 \_\_\_\_\_ *The thief wore a long black coat.*
- 4 \_\_\_\_\_ *The thief wore a long black coat.*
- 5 \_\_\_\_\_ *The thief stole a picture.*
- 6 \_\_\_\_\_ *The thief stole a picture.*
- 7 \_\_\_\_\_ *The security guards helped Mavis.*
- 8 \_\_\_\_\_ *The security guards helped Mavis.*

## Let's Talk!

**J** Work with a partner. Interview your partner about a vacation. Write six questions to ask your partner. You can use *who, what, when, where, how*. Try to write subject and object questions. Then take turns asking your questions.

Who went with you on vacation? Where did you go? What did you see?



## 10

## General Knowledge Quiz

## Discover Grammar

**A** Listen and read. How good is your general knowledge?  22

Many families in the U.K. like to play quiz games. These games test people's general knowledge. If you have good general knowledge, it means you know a lot about many different subjects. For example, history, geography and math. Here are some general knowledge quiz questions.



**Q:** Is Melbourne the capital city of Australia?

**A:** No, it isn't. It's Canberra



**Q:** Will the next Olympic Games be in Europe?

**A:** No, they won't.



**Q:** Did the Chinese invent fireworks?

**A:** Yes, they did.



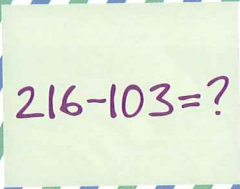
**Q:** Are whales mammals?

**A:** Yes, they are.



**Q:** Are wolves extinct?

**A:** No, they aren't.



**Q:** Is 216 minus 103 113?

**A:** Yes, it is.

**B** Underline the short answers.

**C** Act it out. Work with a partner and practice asking and answering the general knowledge questions.

# Learn Grammar

## A Read and learn.

### Short Answers

In English, it's not always polite to answer a question with "Yes" or "No".

Use short answers to be more polite.

Also, use short answers to *yes / no* questions to avoid repetition.

To make short answers, use the first verb from the question (*to be* or the auxiliary verb).

Question	Affirmative	Negative
<i>Is this inventor Chinese?</i>	<i>Yes, he / she is Chinese.</i>	<i>No, he / she isn't Chinese.</i>
<i>Are whales mammals?</i>	<i>Yes, they are mammals.</i>	<i>No, they aren't mammals.</i>
<i>Will this invention change our lives?</i>	<i>Yes, it will.</i>	<i>No, it won't.</i>
<i>Do these animals live in Africa?</i>	<i>Yes, they do.</i>	<i>No, they don't.</i>
<i>Did you answer all of the questions?</i>	<i>Yes, I did.</i>	<i>No, I didn't.</i>
<i>Could the children do the quiz?</i>	<i>Yes, they could.</i>	<i>No, they couldn't.</i>
<i>Was that quiz question very difficult?</i>	<i>Yes, it was.</i>	<i>No, it wasn't.</i>

**TIP** If *you* is the subject of the question, the short answer begins with *I* or *we*.

Question	Affirmative	Negative
<i>Do you know the answer?</i>	<i>Yes, I / we do.</i>	<i>No, I / we don't.</i>
<i>Are you Mexican?</i>	<i>Yes, I am. (NOT Yes, I'm.)</i>	<i>No, I'm not. (NOT No, I amn't.)</i>
<i>But:</i>	<i>Yes, we are.</i>	<i>No, we aren't.</i>

Use the long form (*he does*) in affirmative answers (*yes*).

*Yes, I am.*

*Yes, they are.*

Use the short form (*he doesn't*) in negative answers (*no*).

*No, I can't.*

*No, we didn't.*



## B Read the questions and cross out the words in the answers that are not necessary.

- |  |   |
|--|---|
| 1 Is Paris the capital of France?<br>Yes, it is <del>the capital of France</del> .     | 5 Did the Romans go to America?<br>No, they didn't go to America.                             |
| 2 Did the dinosaurs die because of the cold?<br>Yes, they did die because of the cold. | 6 Were the first films in color?<br>No, they weren't in color.                                |
| 3 Was Washington the first US president?<br>Yes, he was the first US president.        | 7 Do people live on Mars?<br>No, they don't live on Mars.                                     |
| 4 Will computers become smaller?<br>Yes, they will become smaller.                     | 8 Does the word "tiger" begin with the letter "t"?<br>Yes, it does begin with the letter "t." |

**C** Circle the correct answers. Listen and check. 23

**TV presenter** OK, now it's the Smith family's turn. You have one minute to answer all five questions. Ready?

**Smith family** Yes.

**TV presenter** OK. Question number 1. Is Bogotá the capital of Colombia?

**Smith family** <sup>1</sup> Yes, it is. / Yes, it's.

**TV presenter** Good. One point. OK, Question 2 now. Are kangaroos mammals?

**Smith family** <sup>2</sup> Yes, they are. / Yes, they're.

**TV presenter** Correct. Well done. Question 3. Was Yuri Gagarin the first man to fly in space?

**Smith family** <sup>3</sup> Yes, he wasn't. / Yes, he was.

**TV presenter** Correct again. Question 4. Did Marlowe write *Hamlet*?

**Smith family** <sup>4</sup> No, he didn't write. / No, he didn't.

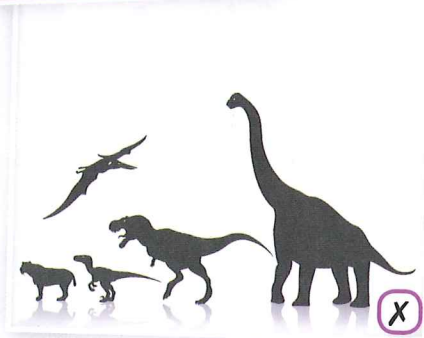
**TV presenter** Correct: of course, it was Shakespeare. And now the last question for tonight's prize of \$1,000. Was the Internet a 1970s invention?

**Smith family** <sup>5</sup> No, it wasn't. / No, it was not.

**TV presenter** <sup>6</sup> Yes, it is! / Yes, it was! Oh, I'm so sorry. People started using the Internet in 1976.

**Smith family** Oh, no!

**D** Look at the pictures and answer the questions with short answers.



- 1 Is Mount Kilimanjaro in Tanzania?
- 2 Do polar bears live in Alaska?
- 3 Will it be sunny tomorrow?
- 4 Was Tyrannosaurus Rex the biggest dinosaur?
- 5 Were the Vikings from Africa?

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**E** Read the questions and write the correct short answers.

- 1 Do you like watching TV? Yes, \_\_\_\_\_
- 2 Are you going out tonight? Yes, \_\_\_\_\_
- 3 Did you watch TV last night? No, \_\_\_\_\_
- 4 Will you finish your homework tonight? No, \_\_\_\_\_
- 5 Were the quiz questions difficult? No, \_\_\_\_\_

**F** Now write short answers to these questions which are true for you.

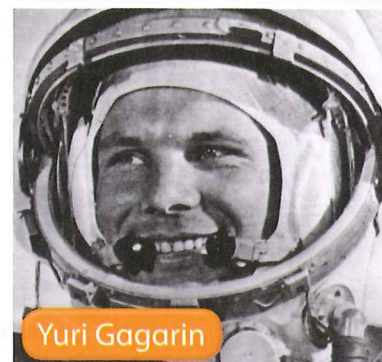
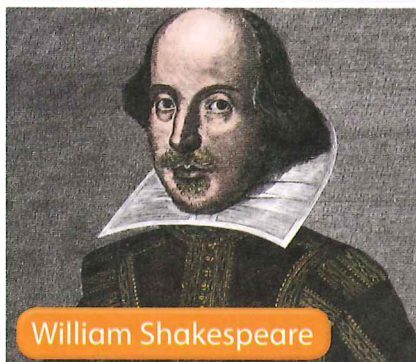
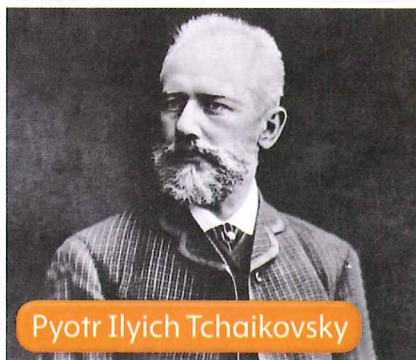
- 1 Are you ten years old? \_\_\_\_\_
- 2 Do you like sports? \_\_\_\_\_
- 3 Did you listen to music last night? \_\_\_\_\_
- 4 Will you get good grades on your next English test? \_\_\_\_\_
- 5 Were you in third grade last year? \_\_\_\_\_
- 6 Are you going to watch TV tonight? \_\_\_\_\_

**Let's Write!**

**G** Write a general knowledge quiz to test your friends. Write ten questions and ten short answers. Use these ideas or your own.

*Was Tchaikovsky a Russian composer?* Yes, he was.

*Is Berlin the capital of Germany?* Yes, it is.



# Module 5 Review

**A** Read the fifth grade's web page about Sultan Suleiman, and write the questions.



Sultan Suleiman lived in a palace called Topkapi Sarayi (Topkapi Palace) in Istanbul. Sultans lived there for about 400 years, from 1465 to 1856.

The palace is luxurious. It has marble floors, and beautiful tiles cover the walls. The Sultan's golden throne was decorated with precious stones.

Sultan Suleiman loved beautiful things. He lived in the palace with his family and his servants, and he ruled the country from here. He was a very important ruler.

Today the palace is a famous tourist attraction.

- 1 \_\_\_\_\_ lived in the Topkapi Palace? \_\_\_\_\_
- 2 \_\_\_\_\_ did the Sultan live? \_\_\_\_\_
- 3 \_\_\_\_\_ lived there for 400 years? \_\_\_\_\_
- 4 \_\_\_\_\_ long did the Sultans live there for? \_\_\_\_\_
- 5 \_\_\_\_\_ covers the walls? \_\_\_\_\_
- 6 \_\_\_\_\_ do the tiles cover? \_\_\_\_\_
- 7 \_\_\_\_\_ else lived in the palace? \_\_\_\_\_
- 8 \_\_\_\_\_ did the Sultan's family and servants live? \_\_\_\_\_
- 9 \_\_\_\_\_ ruled the country from the palace? \_\_\_\_\_
- 10 \_\_\_\_\_ did the Sultan rule the country from? \_\_\_\_\_

**B** Write the answers to the questions in exercise A.

**HOTspot**  What do you think it was like to visit the Sultan? Why? Would you like to live in a palace? Why, or why not?

**C** Read the interview. Complete with the questions in the box.

Why is it a special place? When did you go to Turkey?  
Who goes there? Where did you go first?

**Interviewer** Welcome to *Travel The World!* This week, I'm talking to Paul Mitchell about Turkey.  
1 \_\_\_\_\_

**Paul** I went there last week. It was a wonderful trip.

**Interviewer** 2 \_\_\_\_\_

**Paul** I went to Istanbul. It's one of the most beautiful ports in the world.

**Interviewer** 3 \_\_\_\_\_

**Paul** Well, it's the place where Asia and Europe meet. So it's really interesting.

**Interviewer** 4 \_\_\_\_\_

**Paul** Artists, travelers, business people. It's a really busy place!

**Interviewer** Thank you, Paul.

**D** Two children are chatting online. Match the questions and the answers.

**Questions**

- 1 Did you watch the quiz show on TV last night?
- 2 Did the Smith family win again?
- 3 Does your brother still like quiz programs, then?
- 4 Are you staying at home again tonight?
- 5 Do you have a lot of homework to do?
- 6 Did you do your homework on Sunday?

**Answers**

- a Yes, I am.
- b Yes, I did. It was very exciting.
- c No, I didn't. We didn't get any homework.
- d Yes, he does. He loves them.
- e No, they didn't, and my brother was really unhappy.
- f Yes, I do.

**E** You are a software designer. A quiz game company asks you to help them design an online survey. They give you the questions, and you must add the answers.

Name \_\_\_\_\_

Email \_\_\_\_\_

1 Do you play many quiz games?

Yes, I do.  
 No, I don't.

2 Do many of your friends play quiz games?

\_\_\_\_\_  
 \_\_\_\_\_

3 Are general knowledge quizzes your favorite games?

\_\_\_\_\_  
 \_\_\_\_\_

4 Did you play quiz games more than once last week?

\_\_\_\_\_  
 \_\_\_\_\_

5 Were the questions in the quiz too easy for you?

\_\_\_\_\_  
 \_\_\_\_\_

6 Could you answer all the questions in the quiz correctly?

\_\_\_\_\_  
 \_\_\_\_\_

7 Will you buy any more quiz games this year?

\_\_\_\_\_  
 \_\_\_\_\_

# 11 Volcano

## Discover Grammar

- A** Listen and read about Brendan who studies volcanoes.  24



Brendan thinks it's important for scientists to tell people when a volcano isn't safe. He studies volcanoes so that people are told when it is dangerous in plenty of time.

Brendan has made a film about volcanoes. In the film, rocks inside the volcano melt. This is magma. Magma is pushed to the top of the volcano. The ground shakes. Suddenly rocks, magma, and hot gas explode into the sky. It's terrifying. People hear the noise from far away, even on other islands.

The eruption is so loud, the noise is heard a long way away. Hot lava travels down the mountain at 50 kph. Ash falls from the sky. The mountain is destroyed.

Brendan's work helps keep people safe. People living nearby are taken to safety, and no one is hurt. Their houses aren't damaged, but they are covered in ash. Their crops are buried. People can't return home for a year.

- B** Find and underline the past participles of these verbs in the text.

tell push hear destroy damage bury

- C** Look at the underlined past participles. Circle the verb that comes before each one. What do you notice?

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# Learn Grammar

## A Read and learn.

### Passive

In English, we can often say things in two ways, using the active and the passive.

*The ash buries the crops.* (active)      *The crops are buried by the ash.* (passive)

We often put the most important information at the start of the sentence.

In the first sentence, the focus is on the ash. In the second sentence, the focus is on the crops.

Make the simple present passive with subject + *am / is / are* + past participle (*seen, played, etc.*).

### Affirmative

*The noise is heard from far away.*

*People are told when it is dangerous.*

### Negative

*Magma isn't made from gas.*

*Their houses aren't damaged.*



### Questions

*Is the mountain destroyed by the volcano?*

*Are the people taken away by bus?*

### Short Answers

*Yes, it is. / No, it isn't.*

*Yes, they are. / No, they aren't.*

Use the passive when you don't know or it isn't important who or what does the action.

*People are taken to safety.*

(e.g. by helicopter)

*Magma is pushed to the surface.*

(by pressure in the mountain)

Use *by* to say who or what does the action.

*People are asked to leave by the police.      Crops are buried by the ash.*

**Remember!** You can't use some verbs (such as *cry, die, arrive, wait*) in the passive voice.

## B Complete the sentences. Use the simple present passive.

- 1 People \_\_\_\_\_ (tell) when a volcano is dangerous.
- 2 Different scientific instruments \_\_\_\_\_ (use) to collect the data.
- 3 During an eruption, magma \_\_\_\_\_ (push) to the surface.
- 4 The noise \_\_\_\_\_ (hear) a long way away.
- 5 People \_\_\_\_\_ (take) to safety as quickly as possible.
- 6 Their homes \_\_\_\_\_ (damage), but they \_\_\_\_\_ (not destroy).
- 7 They \_\_\_\_\_ (not allow) to return home for a long time.
- 8 Their crops \_\_\_\_\_ (cover) in ash.



**C** Read the text on page 54 again. Look at the information. Which sentences are true? Which are false? Correct any false sentences.

- 1 The mountain is destroyed by ~~the scientists~~.
- 2 The people are taken to a dangerous place.
- 3 The noise is heard by people a long way away.
- 4 Their homes are covered in lava.
- 5 Their crops are eaten.

False the eruption

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**D** Read the sentences and circle the correct verbs.

- 1 This sensor **is checked** / **are checked** every hour.
- 2 We read the data. It **isn't given** / **aren't given** to the police until it is checked.
- 3 Tourists to the area **is asked** / **are asked** not to climb the mountain.
- 4 People **aren't sent** / **isn't sent** away unless it is too dangerous.
- 5 They **isn't allowed** / **aren't allowed** to drive near the volcano.
- 6 It's difficult when local people **are told** / **is told** to leave their homes.

**E** Complete the sentences using the correct form of the passive.

Hi there. I'm Eva Rojas. I'm a scientist. I work with Brendan at the Scientific Observatory. This is where reports <sup>1</sup> \_\_\_\_\_ (write) and <sup>2</sup> \_\_\_\_\_ (send) to the local police. Our job is to make sure the local people are safe.

Have you ever wondered how volcanoes <sup>3</sup> \_\_\_\_\_ (measure)? We use a lot of different instruments, like seismographs, radio, and GPS devices. Gas samples <sup>4</sup> \_\_\_\_\_ (take) from cracks in the mountain. They are poisonous, so we must be very careful!

Here's my latest report:



5:07 a.m. The ground shakes. Magma <sup>5</sup> \_\_\_\_\_ (push) to the surface. Gases are escaping. Our instruments record a lot of activity. My boss <sup>6</sup> \_\_\_\_\_ (call) at home and he comes to the center right away.

6:12 a.m. We are on red alert. Schools and farms nearby <sup>7</sup> \_\_\_\_\_ (close). People <sup>8</sup> \_\_\_\_\_ (not allow) near the area.

9:27 a.m. Local people <sup>9</sup> \_\_\_\_\_ (tell) to leave their homes. Many <sup>10</sup> \_\_\_\_\_ (take) by bus to shelters in the next city. They won't be able to return for a few days.

3 days later

7:48 a.m. The volcano erupts. But thankfully, everyone is safe.

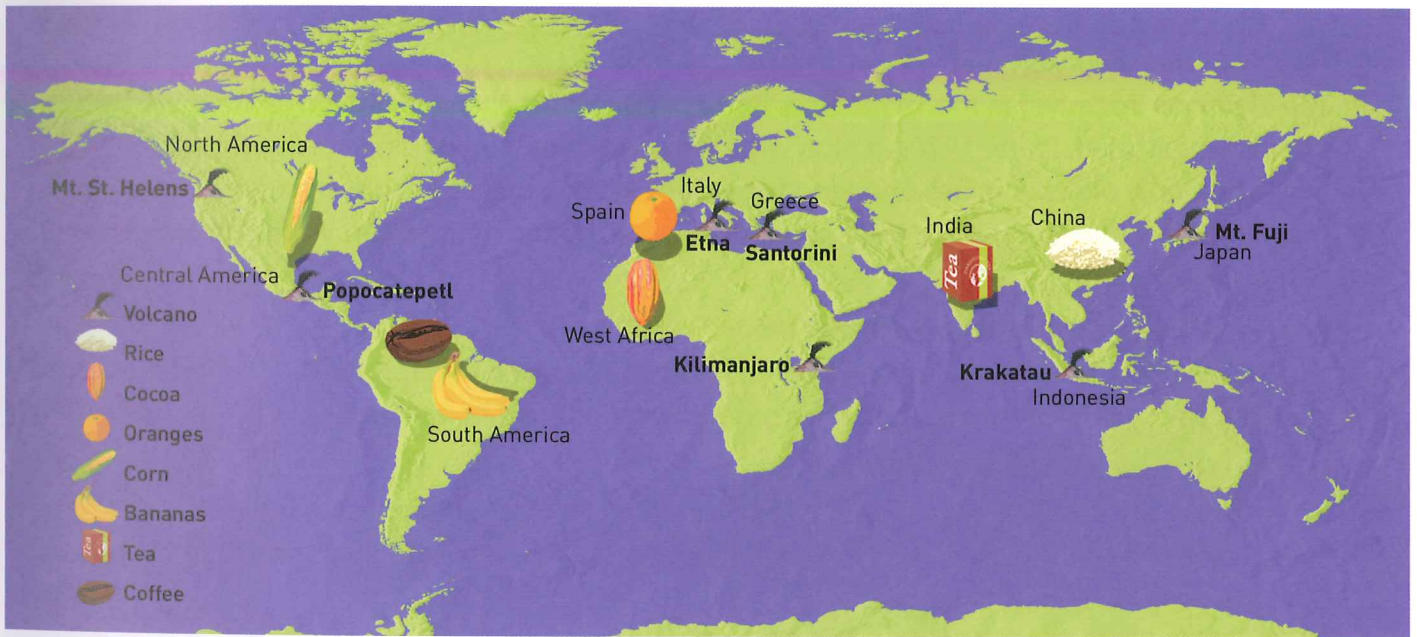
**F** Listen and check your answers. 25

**G** Underline the verbs in the active sentences. Then change the sentences into the passive.

- 1 They plant many different crops in the soil.  
*Many different crops are planted in the soil.*
- 2 They grow grapes, beans and tomatoes in these fields.  
 Grapes, beans, and tomatoes \_\_\_\_\_.
- 3 In other places, they grow rice on the rich volcanic land.  
 In other places, rice \_\_\_\_\_.
- 4 They make electricity from the steam.  
 Electricity \_\_\_\_\_.
- 5 They close the schools in the summer.  
 The schools \_\_\_\_\_.
- 6 They need the children to work in the fields.  
 Children \_\_\_\_\_.

## Let's Talk!

**H** Look at the world map. It shows where some famous volcanoes are found. Find four volcanoes. Then tell your partner where they are found.



**I** The map also shows different crops which are grown in those areas. Ask your partner where three different crops are grown.

Where is rice grown?

Where is cocoa found?

Where are oranges grown?

## 12

## A Changed Landscape

## Discover Grammar

- A** Listen and read. A journalist is interviewing the mayor about a village which was rebuilt to show life in the U.K. in the 1800s.  26



*When was the village opened?*

The idea was discussed in the 1950s by a group of librarians, and a collection of maps and old photos was started. In the 1970s, a plan was discussed to rebuild a village on a piece of land which had only old coal mines and empty factories. Work began soon afterwards and a few buildings were erected. Then in 1980, a tramline was installed to transport visitors to the center of the village.

*Were lots of other buildings moved at that time?*

Yes, they were. Lots of shops, houses, and factories were moved and rebuilt. Even a school, a movie theater, and a fairground were opened to the public.

*Was everything moved at the same time?*

No, it wasn't. The fairground and the movie theater weren't moved until later. It's very complicated. For example, all the bricks were numbered and photographed, and then they were put onto trucks and taken there.

*Is the village complete now?*

No, it is developing all the time. A complete 1930s street, for example, was added in 2010.

- B** Read again. Underline the past participles. Circle the verb that comes before each one. What do you notice?

# Learn Grammar

## A Read and learn.

### Simple Past Passive

Use the passive to emphasize the action or if you do not know who did the action.

When *was* the museum *opened*?

It *was opened* in 1980.

A 1930s street *wasn't added* until 2010.

Make the simple past passive with subject + *was / were* + past participle (*seen, played* etc).

Affirmative: *The village was opened.*

Negative: *The fairground and the movie theater weren't moved* until later.

Questions: *Were* lots of other buildings *moved* at that time?

*Yes, they were. / No, they weren't.*

### TIP

The past participle is often the same as the simple past form of the verb. However, some of the most common English verbs have irregular past participles, e.g. *eat* → *eaten*; *have* → *had*; *swim* → *swum*. There is a list on page 112.

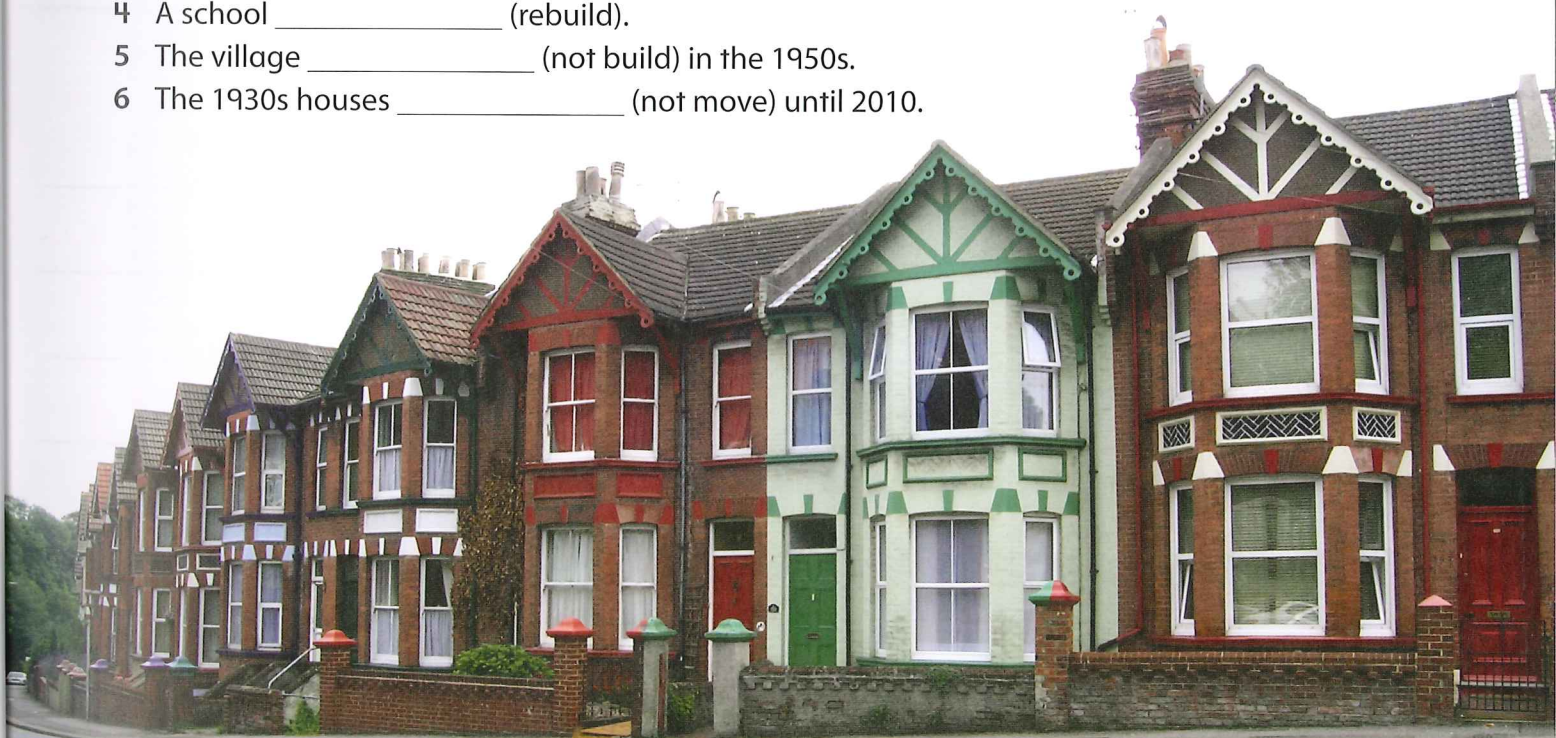


Use *by* to show who did the action.

*The idea was discussed in the 1950s by a group of librarians.*

## B Complete the sentences. Use the simple past passive.

- 1 The wasteland \_\_\_\_\_ (change) to a tourist attraction.
- 2 Work on the village \_\_\_\_\_ (begin) in the 1970s.
- 3 All the bricks \_\_\_\_\_ (number and photograph).
- 4 A school \_\_\_\_\_ (rebuild).
- 5 The village \_\_\_\_\_ (not build) in the 1950s.
- 6 The 1930s houses \_\_\_\_\_ (not move) until 2010.



**C Write sentences with the simple past passive.**

- 1 A collection of maps and old photos / start  
\_\_\_\_\_
- 2 A plan / discuss / to rebuild a village  
\_\_\_\_\_
- 3 A tramline / install / to transport visitors  
\_\_\_\_\_
- 4 Lots of shops, houses, and factories / rebuilt  
\_\_\_\_\_
- 5 A movie theater and a fairground / open / to the public  
\_\_\_\_\_
- 6 The bricks / take / to the village  
\_\_\_\_\_

**D Change from active to passive.**

- 1 They rebuilt the village.  
\_\_\_\_\_
- 2 They moved a school and a factory.  
\_\_\_\_\_
- 3 The librarians started the collection of maps and photos.  
\_\_\_\_\_
- 4 They didn't rebuild the buildings at the same time.  
\_\_\_\_\_
- 5 They didn't move the fairground and the movie theater until later.  
\_\_\_\_\_
- 6 They erected a few buildings in the 1970s.  
\_\_\_\_\_

**E Write short answers to the yes / no questions.**

- 1 Was the village opened in 1950? **X**  
\_\_\_\_\_
- 2 Was a plan discussed to rebuild the village in the 1970s? **✓**  
\_\_\_\_\_
- 3 Were the fairground and the movie theater moved before the school? **X**  
\_\_\_\_\_
- 4 Were all the bricks photographed and numbered? **✓**  
\_\_\_\_\_
- 5 Was the tramline installed to take visitors to the old coal mines? **X**  
\_\_\_\_\_
- 6 Was a complete 1930s street added in 2010? **✓**  
\_\_\_\_\_

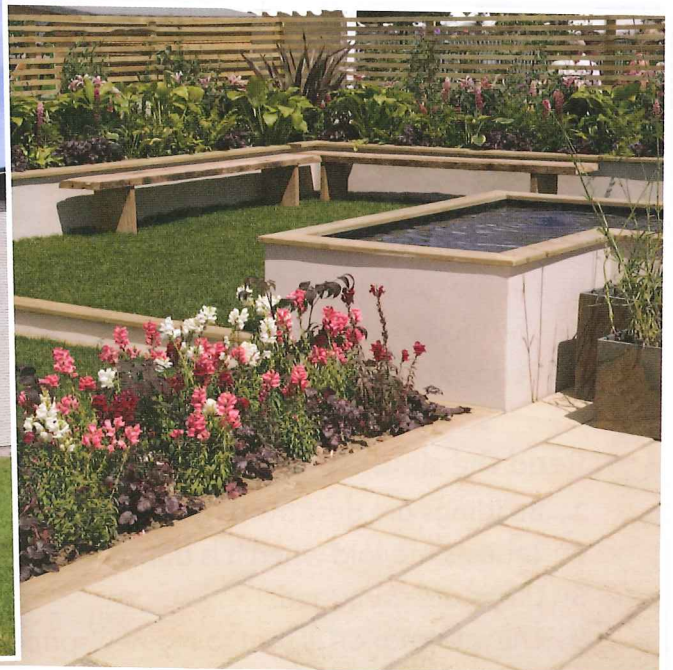
**F** Look at the two photos. Listen and complete the text about the history of Dubai, a city in U.A.E.  27



Dubai was changed very quickly. The desert <sup>1</sup> \_\_\_\_\_ (make) into a modern city. Very tall buildings <sup>2</sup> \_\_\_\_\_ (erect). The roads <sup>3</sup> \_\_\_\_\_ (construct) for cars, not for camels. Lots of hotels and restaurants <sup>4</sup> \_\_\_\_\_ (build) for visitors. Many foreign banks and shopping malls <sup>5</sup> \_\_\_\_\_ (open) there. Everything <sup>6</sup> \_\_\_\_\_ (design) to attract tourists and business people. In 2009, a tram system, called the Dubai Metro, <sup>7</sup> \_\_\_\_\_ (install) to transport people quickly around the city. It <sup>8</sup> \_\_\_\_\_ (open) by the Sheikh. Dubai <sup>9</sup> \_\_\_\_\_ (not build) for the present: it <sup>10</sup> \_\_\_\_\_ (design) for the future.

## Let's Write!

**G** Write about an area that was changed in your school. Use the ideas below or your own.



*Our old school garden was changed last year ...*

## Module 6 Review

- A** Match the text to the pictures. Write a number. Then highlight ten simple present passives in the text.



Make your own volcano!

- 1 Two spoons of semolina and six spoons of bicarbonate of soda are put in a glass bottle. The bottle is shaken to mix them up.
- 2 A small glass is filled with vinegar. A few drops of red food coloring are added.
- 3 The bottle is taken outside and is put on the ground. Sand is piled up around the bottle like a mountain, until only the neck shows. This is the volcano.
- 4 A sheet of paper is used to make a funnel. The liquid is poured carefully into the bottle.
- 5 The volcano erupts!

Why does it erupt? Vinegar and bicarbonate of soda react together. Carbon dioxide is formed. Bubbles are formed. These bubbles push the semolina and food coloring out of the top of the bottle.

**HOTspot**  Would you like to be a scientist who studies volcanoes? Why, or why not?

- B** Match the two parts of the sentences.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1 The mountain is destroyed   | a to leave their homes.        |
| 2 Schools are closed          | b many miles away.             |
| 3 The crops are buried        | c by the eruption.             |
| 4 People are told             | d by the ash.                  |
| 5 The loud explosion is heard | e and sent to the mayor.       |
| 6 Reports are written         | f so the children can go home. |

- C** Read the simple present passive statements. Change them into negative sentences.

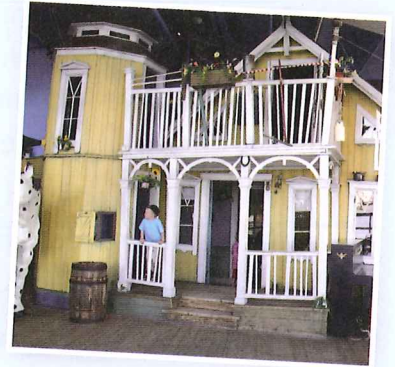
- 1 Buildings are destroyed by the eruption. *Buildings aren't destroyed by the eruption.*
- 2 Tourists are told when it is dangerous to climb the mountain. \_\_\_\_\_
- 3 Crops are damaged. \_\_\_\_\_
- 4 The information is sent to the newspaper reporters. \_\_\_\_\_
- 5 The mayor is told to call a meeting. \_\_\_\_\_
- 6 The eruption is seen all over the world. \_\_\_\_\_
- 7 The noise is heard far away. \_\_\_\_\_

**D** Make the simple present passive statements into questions.

- 1 Crops are grown on the volcanic soil. Are crops grown on the volcanic soil?
- 2 Magma is pushed up inside the mountain. \_\_\_\_\_
- 3 Information is collected. \_\_\_\_\_
- 4 The data is analyzed. \_\_\_\_\_
- 5 Samples of gas are collected. \_\_\_\_\_
- 6 Tourists are told not to climb the mountain. \_\_\_\_\_

**E** Read an interview with the manager of the Astrid Lindgren Children's Museum in Stockholm. Fill in the blanks with the verbs in parentheses in the past passive.

- Interviewer** Where did the idea of building a fairy tale village come from?
- Manager** The idea of creating a village of settings from Astrid Lindgren's books <sup>1</sup> \_\_\_\_\_ (discuss) in the late 1970s by three Stockholm families.
- Interviewer** And when <sup>2</sup> \_\_\_\_\_ the construction \_\_\_\_\_ (start)?
- Manager** The first house <sup>3</sup> \_\_\_\_\_ (build) in 1981.
- Interviewer** And when <sup>4</sup> \_\_\_\_\_ the village \_\_\_\_\_ (complete)?
- Manager** Many of the other settings <sup>5</sup> \_\_\_\_\_ (add) by about 1985.
- Interviewer** <sup>6</sup> \_\_\_\_\_ all the buildings \_\_\_\_\_ (design) by the same three families?
- Manager** No, in 1989 the village <sup>7</sup> \_\_\_\_\_ (buy) by a big company. The other settings <sup>8</sup> \_\_\_\_\_ (build) by them.
- Interviewer** <sup>9</sup> \_\_\_\_\_ any films \_\_\_\_\_ (make) here?
- Manager** Yes, two films of Astrid's stories <sup>10</sup> \_\_\_\_\_ (make) in the 1990s.



**F** Read these reviews of the village and complete with past passive forms of the verbs in the box.

build change make take offer open pay

*Tony, London*  
Have you visited the fairy tale village in Sweden?  
What do you think of it?

*Maya, Stockholm*  
I remember when the first house  
<sup>1</sup> \_\_\_\_\_ in the park.  
The park <sup>2</sup> \_\_\_\_\_  
completely in the next few years,  
and it looks lovely now.

*Mamuka, Batumi*  
A café <sup>3</sup> \_\_\_\_\_ in 2000  
in one of the new streets leading to  
the park. I <sup>4</sup> \_\_\_\_\_ a job  
there. It was a great place to work.  
I <sup>5</sup> \_\_\_\_\_ manager after  
a month and <sup>6</sup> \_\_\_\_\_  
very well.

*Jenia, Malmo*  
I <sup>7</sup> \_\_\_\_\_  
to the village for my  
birthday when I was  
ten. It was great.



## 13

## A Rich Man's Fine Clothes

## Discover Grammar

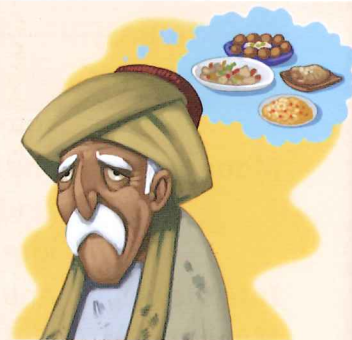
- A** Listen and read the first part of the story.  28

Mullah Nasruddin worked hard. He was tired and hungry after farming all day. There was a party that night at the rich man's house. Nasruddin didn't want to be late, so he didn't go home to change. As Nasruddin walked into town, he imagined all kinds of wonderful food: cold drinks, juicy olives, tasty chicken.

The rich man opened the door. He looked at Nasruddin's dirty work clothes and muddy shoes. He scowled at his visitor.

Nasruddin walked into the crowded room. Everyone wore beautiful clothes. The tables were covered with delicious food. But nobody spoke to Nasruddin.

Nasruddin went home. He changed, and put on his expensive coat. He ran back to the party.



- B** Find four adjectives in the story and the nouns they describe.

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- C** What do you think happens next? Tell your partner.

- D** Listen and read.  29

The rich man happily welcomed his elegant visitor. He opened the door and said, "Come and eat!" Nasruddin walked slowly into the room. People smiled warmly at him.

Nasruddin quietly sat down. He took some bread, and said clearly, "Eat, coat, eat!" He put the bread in his coat pocket. He took some figs, and said, "Eat, coat!" and put them in the other pocket. People stared nervously at this man feeding his coat. Nasruddin calmly fed his coat some olives, chicken, and grapes. "Eat, coat, eat!"

Eventually the host ran over and asked politely, "Excuse me, Nasruddin. What are you doing?"

**E** Find six adverbs in the story and the verbs they describe.

\_\_\_\_\_

\_\_\_\_\_

**F** How do you think the story ends? Tell your partner.

**G** Listen and read the end of the story.  30

Nasruddin said, "When I came here earlier, in my old farming clothes, no one would talk to me. But when I changed into this coat, suddenly everyone was friendly. So I realize that I am not welcome at this party, but my fine clothes are. And so, I am feeding my coat."

## Learn Grammar

**A** Read and learn.

### Adjectives and Adverbs

You usually put adjectives before nouns.

Adjectives describe people and things.

He had *muddy* shoes.

He wore *dirty* clothes.

He imagined *cold* drinks and *tasty* chicken.

When you use the verb *to be*, or when you use sense verbs, put adjectives after the verb.

The party was *fun*.

He felt *tired* and *hungry*.

See Unit 15 for more information about this.

Adverbs describe verbs. Adverbs of manner tell us how something happens. They usually go after the verb.

He walked *silently* into the room.

People smiled *warmly* at him.

To form an adverb of manner, you usually add *-ly* to the adjective.

*calm* → *calmly*

*careful* → *carefully*

*wise* → *wisely*



**Note:** *happy* → *happily*

*gentle* → *gently*

**Remember!** Some adverbs are irregular.

*good* → *well*

*fast* → *fast*

These adverbs can only come after the verb: *well, hard, fast*

He went home *fast*. ✓

He *fast* went home. ✗

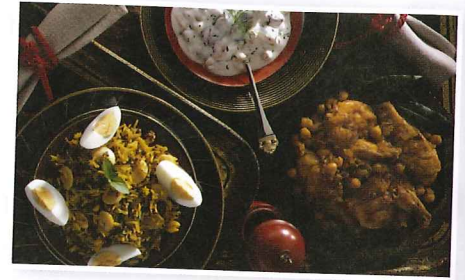
Adverbs of frequency tell us how often something happens. They go before the verb.

The rich man *often* has a party for the townspeople.

These are adverbs of frequency: *always usually often sometimes never*

**B** Change the adjectives into adverbs.

- |           |                |           |       |
|-----------|----------------|-----------|-------|
| 1 quick   | <u>quickly</u> | 5 good    | _____ |
| 2 nervous | _____          | 6 fast    | _____ |
| 3 nice    | _____          | 7 polite  | _____ |
| 4 quiet   | _____          | 8 careful | _____ |



**C** Circle the correct words.

- |  |  |
|--|--|
| 1 The rich man smiled <b>warm</b> / <b>warmly</b> at him.  | 5 The rich man talked <b>loud</b> / <b>loudly</b> .  |
| 2 Nasruddin entered the room <b>slow</b> / <b>slowly</b> . | 6 Nasruddin sat down <b>quiet</b> / <b>quietly</b> . |
| 3 They wore <b>beautiful</b> / <b>beautifully</b> clothes. | 7 The room was <b>noisy</b> / <b>noisily</b> .       |
| 4 The food was <b>delicious</b> / <b>deliciously</b> .     | 8 The people were <b>polite</b> / <b>politely</b> .  |

**D** Reorder the words to make sentences.

1 picked / some / up / grapes / delicious / he  
He picked up some delicious grapes.

2 drink / cold / had / he / a  
\_\_\_\_\_

3 delicious / it / tasted  
\_\_\_\_\_

4 in / pocket / juicy / he / put / his / chicken / the  
\_\_\_\_\_

5 stared / nervously / the / guests  
\_\_\_\_\_

6 over / the / man / rich / ran  
\_\_\_\_\_

7 answered / politely / he  
\_\_\_\_\_

8 my / feeding / I / am / coat / beautiful  
\_\_\_\_\_

**E** Underline the adjectives. Then write sentences. Use adverbs and the verbs in parentheses.

1 The rich man has a loud voice. (talks)

The rich man talks loudly.

2 Nasruddin is a hard worker. (works)  
\_\_\_\_\_

3 Soodabeh wore beautiful clothes. (dressed)  
\_\_\_\_\_


4 Their singing was noisy. (sang)  
\_\_\_\_\_

5 Nasruddin is a fast runner. (runs)  
\_\_\_\_\_

6 The guest had a kind voice. (spoke)  
\_\_\_\_\_

**F** Underline the adverb of frequency in each sentence. Then rewrite the sentence, using the words in parentheses.

- 1 The rich man always has a party in the summer.  
(usually) \_\_\_\_\_
- 2 Nasruddin has always been invited to the party.  
(never) \_\_\_\_\_
- 3 Nasruddin usually works in the fields until sunset.  
(always) \_\_\_\_\_
- 4 He doesn't often wear his fine clothes.  
(doesn't usually) \_\_\_\_\_
- 5 He sometimes eats tasty chicken and olives.  
(doesn't often) \_\_\_\_\_
- 6 Nasruddin is never late for a dinner party.  
(sometimes) \_\_\_\_\_

**G** Listen and read another story about Nasruddin. Fill in the missing adverbs and adjectives.  31

cold delicious fast fine loudly quickly sick suddenly usually

Nasruddin's wife always felt ill in the morning. She <sup>1</sup> \_\_\_\_\_ asked Nasruddin to give her a <sup>2</sup> \_\_\_\_\_ drink of water. But today, she still felt <sup>3</sup> \_\_\_\_\_. She didn't even want some <sup>4</sup> \_\_\_\_\_ grapes. She asked Nasruddin to get a doctor. Nasruddin got dressed <sup>5</sup> \_\_\_\_\_ and ran downstairs. His wife <sup>6</sup> \_\_\_\_\_ shouted from the window, "Don't worry! I feel <sup>7</sup> \_\_\_\_\_. I don't need a doctor after all."

Nasruddin ran <sup>8</sup> \_\_\_\_\_ all the way to the doctor's house. He knocked <sup>9</sup> \_\_\_\_\_ on the door. The doctor opened the door. Nasruddin said, "Doctor, my wife was sick this morning. She told me to get a doctor. When I left the house, she recovered, and told me that she didn't need a doctor. So I have come here to tell you that you don't need to come to my house."

## Let's Write!

**H** Think about a festival you have been to, or a party with family and friends. What was it like? What did you do?

Draw a picture of the room and then write six sentences. You can describe the food, the decorations, the house, the music, or the other children. Use these ideas or your own.

There were beautiful decorations.

We played games noisily.

I wore my pretty scarf.

My friends danced happily.

We ate delicious fruit and drank cold juice.

The grown-ups talked loudly.

## 14

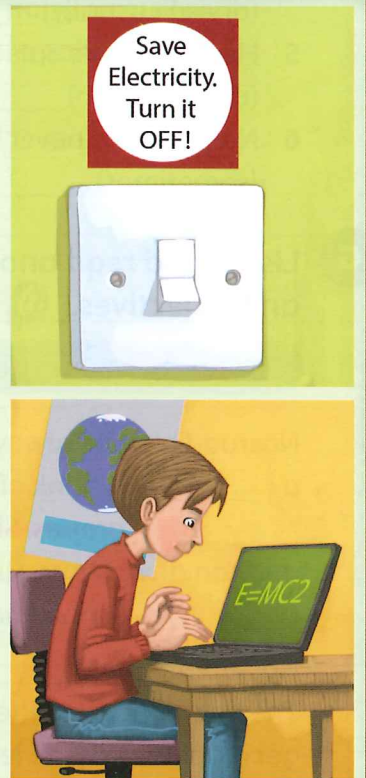
## How Could We Make Our School "Green"?

## Discover Grammar

A Listen and read.  32**Ideas from fifth grade for the school board**

Our school is not very "green" at the moment. If we did some simple things, we would save electricity and would save money. If the school board discussed our ideas and made the changes we suggest, our school would be the "greenest" in Mexico. We ask the school board to discuss our ideas and take action on the best ones.

- If we had classes four days a week, the school would use less electricity.
- If we always turned off the lights when we left a room, we would save money.
- If we stayed at home and had classes on the Internet, we would be able to close the school!
- If we didn't use books, we would save paper.
- If we closed the doors and windows in winter, we would save money on electricity.

B Circle the word *if*, and underline the word *would* in the text.

## C Read the text again and match.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1 make changes                  | a use less electricity            |
| 2 don't use books               | b save paper                      |
| 3 turn off the lights           | c the "greenest" school in Mexico |
| 4 close the doors and windows   | d save money                      |
| 5 have classes four days a week | e save money on electricity       |

D Complete the sentences with *if* / *would*.

- 1 \_\_\_\_\_ we did some simple things we \_\_\_\_\_ save electricity and money.
- 2 \_\_\_\_\_ the school board made the changes our school \_\_\_\_\_ be the "greenest" in Mexico

# Learn Grammar

## A Read and learn.

### Unreal Conditional

Use unreal conditionals to talk about something that probably won't happen. You can imagine something is different from the real situation now.

*If we turned off the lights, we would save electricity. (But we don't turn off the lights.)*



Unreal conditionals have two clauses:

If clause	+	main clause
If + simple past	+	would / wouldn't + verb
<i>If we turned off the lights,</i>		<i>we would save electricity.</i>
<i>If we had classes four days a week,</i>		<i>the school would use less electricity.</i>

The main clause can come first.

*The school would use less electricity if we had classes four days a week.*

When the *if* clause comes first, add a comma. When the *if* clause comes second, don't add a comma.

## B Read the sentences and circle the correct answer.

- 1 If I **would be** / **was** a teacher, I would tell my students about being green.
- 2 If the school was closed on Fridays, we **will** / **would** have longer weekends.
- 3 If we **walked** / **would walk** to school, we wouldn't need school buses.
- 4 If we **will recycle** / **recycled** paper and plastic, the school would be greener.
- 5 It **will** / **would** be greener if we used paper, not plastic, bags for our sandwiches.
- 6 We would save water if we **turned** / **would turn** off the faucet after washing our hands.
- 7 It **will** / **would** be better if we used plastic bottles more than once.

## C Listen and read. Complete the text with the words from the box. 33

would use if (x2) would save had wrote wouldn't have stayed did would be

**Leader** The fifth grade has sent us lots of ideas how to make our school green and how to save money. Do you think they are good ideas?

**Milly** Yes, I do. If the school <sup>1</sup> \_\_\_\_\_ everything the fifth grade suggested, we <sup>2</sup> \_\_\_\_\_ really green.

**Tom** No, not everything! I think some of the ideas are not very good. If we <sup>3</sup> \_\_\_\_\_ classes online, we <sup>4</sup> \_\_\_\_\_ a school at all!

**Jane** Yes, that's right, but maybe <sup>5</sup> \_\_\_\_\_ we had classes three or four days a week, we <sup>6</sup> \_\_\_\_\_ electricity!

**Tom** Yes, the school would save electricity if we had a shorter school week, but if we <sup>7</sup> \_\_\_\_\_ at home, we <sup>8</sup> \_\_\_\_\_ more electricity there.

**Leader** OK, thanks for your comments. I think now it would be a good idea <sup>9</sup> \_\_\_\_\_ we all <sup>10</sup> \_\_\_\_\_ down our ideas in time for our next meeting, OK?

**D** Read an email from a student to his friend in the U.K. Circle the correct words.

Hi William,

How are you? Fine, I hope.

My school is working on a big project to be the greenest school in Mexico.

I think some of the ideas are very good, for example:

We <sup>1</sup> **would** / **will** save a lot of energy if we turned off lights and computers when we are not using them. If we <sup>2</sup> **walk** / **walked** to school, we would not need school buses. It would be better if we <sup>3</sup> **used** / **use** plastic bottles more than once, and it <sup>4</sup> **will** / **would** be greener if we had paper, not plastic, bags for our sandwiches. I think one of the ideas is very bad, though. Some students in the fifth grade said that if we had cold showers after PE, we <sup>5</sup> **would not** / **won't** have to heat the water at all!

I could send you some more ideas if your school <sup>6</sup> **will** / **would** be interested in being green.

I'll write again soon.

Greg

**E** What do the parents think? Match the beginnings and ends of the sentences.

- |  |  |
|--|--|
| 1 If my son only went to school for three or four days a week, | a it would not be hygienic.                                  |
| 2 If they used plastic water bottles more than once,           | b if the children worked at home on their computers all day. |
| 3 If there were no school buses,                               | c the children would be sick more often.                     |
| 4 If the classrooms were cold in the winter,                   | d I would have to stay at home with him.                     |
| 5 It would not be good   | e I would have to drive my daughter to school.               |

**F** Look and write unreal conditional sentences.

- 1 recycle our clothes / help other people

*If we recycled our clothes, we would help other people.*

- 2 cycle to school / save money

- 3 use less paper / save more trees

- 4 recycle more / have less garbage

- 5 pick up litter / have a tidier town





## Module 7 Review

### A Change the adverbs into adjectives.

- |             |              |           |       |
|-------------|--------------|-----------|-------|
| 1 quickly   | <u>quick</u> | 4 quietly | _____ |
| 2 nervously | _____        | 5 noisily | _____ |
| 3 nicely    | _____        | 6 happily | _____ |

### B Change the adjectives into adverbs.

- |             |       |           |       |
|-------------|-------|-----------|-------|
| 1 kind      | _____ | 4 careful | _____ |
| 2 beautiful | _____ | 5 clear   | _____ |
| 3 polite    | _____ | 6 slow    | _____ |

### C Write simple present sentences or questions. Add the words in parentheses.

- |                                      |                 |                                    |
|--------------------------------------|-----------------|------------------------------------|
| 1 he / enjoy / festivals.            | (always)        | <u>He always enjoys festivals.</u> |
| 2 we / eat / cakes and cookies.      | (don't usually) | _____                              |
| 3 there is / a lot of / fresh fruit. | (always)        | _____                              |
| 4 she / cook / before the party.     | (always)        | _____                              |
| 5 they / bring / gifts?              | (sometimes)     | _____                              |
| 6 people / wear / expensive clothes? | (usually)       | _____                              |

### D Find the adjectives and nouns in the word snake. Then complete the story.

cold drinks beautiful clothes delicious food gentle music sunny weather

I remember my first festival! It was a nice day, with warm <sup>1</sup> \_\_\_\_\_. The tables were covered with <sup>2</sup> \_\_\_\_\_, such as chicken, olives, salad, cakes, and fresh fruit. There were baskets of bread and sweet desserts to try. There were jugs of juice and other <sup>3</sup> \_\_\_\_\_. Everyone was wearing <sup>4</sup> \_\_\_\_\_, and we listened to <sup>5</sup> \_\_\_\_\_ as the sun went down.



**E** Read the ideas the fifth grade has for raising money to help sick children. Make sentences using the unreal conditional.

1 collect / old newspapers / sell them / buy toys for the children

*If we collected old newspapers, we could sell them and buy toys for the children.*

2 bring / all the toys we don't play with / give them to the children

3 all make cakes / and sell them at school / earn money to buy things for the children

4 all give a dollar / from our allowance / buy the children lots of books

5 all paint a picture / and sell it to our parents / buy something nice for the children

**F** Match the two parts of the sentences.



1 If we all picked up trash after recess,

2 If we all put our chairs under our desks after lessons,

3 If we all wore the school uniform,

4 If we all cleared the tables after lunch,

5 If we all walked and didn't run in the corridors,

a everybody would look better.

b the cafeteria would be cleaner.

c the playground would be clean.

d our classrooms would be neater.

e the school would be safer.

**G** Work in pairs and make a list of suggestions to make your classroom look better. Use the following ideas or your own.

posters or pictures on the walls   samples of students' work on display   a library corner  
a student notice board   a computer corner   a table with a display or models

If we put ...

... we would have a place to show classmates what we've made!

If we had ...

... the classrooms would look more interesting.

If we made ...

... more people would visit the library.

## 15

## A Visit to a Science Museum

## Discover Grammar

- A** Listen and read Maxine's diary about her class sleepover at a science museum.  34

The trip to London was long. We felt excited, but our teachers looked tired. When we arrived, we had a snack, which tasted good. We ate quickly and went to a room where a scientist explained clearly what we were going to do.

Then we worked in groups and did experiments. In the first experiment, we had three buckets of water: one cold, one warm and one hot. We put our hands slowly into one bucket and then took them out quickly and put them into another. After putting your hands into the cold water, the warm water felt hot. After putting your hands into the hot water, it felt cold!

In the second experiment, we closed our eyes and smelled food. My food smelled sweet, and I guessed it was a cake.

In another experiment, they played songs very fast. All the words sounded different. It was impossible to understand them. The music sounded strange, as well.

We went to bed at ten and they turned off the lights. Everything looked scary in the dark.



- B** Underline all the sense verbs (*look, feel, sound, taste, smell*).

- C** Read the text again and circle the word after each sense verb.

- |   |   |
|---|---|
| 1 We felt <b>excited</b> / excitedly.         | 5 The food smelled <b>sweetly</b> / sweet.              |
| 2 Our teachers looked <b>tiredly</b> / tired. | 6 The music sounded <b>strange</b> / strangely.         |
| 3 The snack tasted <b>good</b> / well.        | 7 Everything looked <b>scarily</b> / scary in the dark. |
| 4 The warm water felt <b>hotly</b> / hot.     |   |

- D** Complete the sentences with the adjectives or adverbs in the box.

strange quickly sweet clearly slowly

- We ate the snack \_\_\_\_\_.
- The cake smelled \_\_\_\_\_.
- The scientist explained everything \_\_\_\_\_.
- We put our hands \_\_\_\_\_ into a bucket.
- The music sounded very \_\_\_\_\_.

# Learn Grammar

## A Read and learn.

### Sense Verb + Adjective

Sense verbs are: *feel, look, smell, sound, taste*

Use sense verbs with adjectives to talk about personal opinions and thoughts about things and people.

*The water **feels** warm.*

*You **look** tired.*

*Fresh bread **smells** fantastic!*

*This snack **tastes** delicious.*

*This new singer **sounds** original.*



Use subject + sense verb + adjective.

**Remember!** You normally use an adverb after most verbs, but NOT after sense verbs.

*He feels **good**.* (adjective)

*He works **well**.* (adverb)

*She looks **beautiful**.* (adjective)

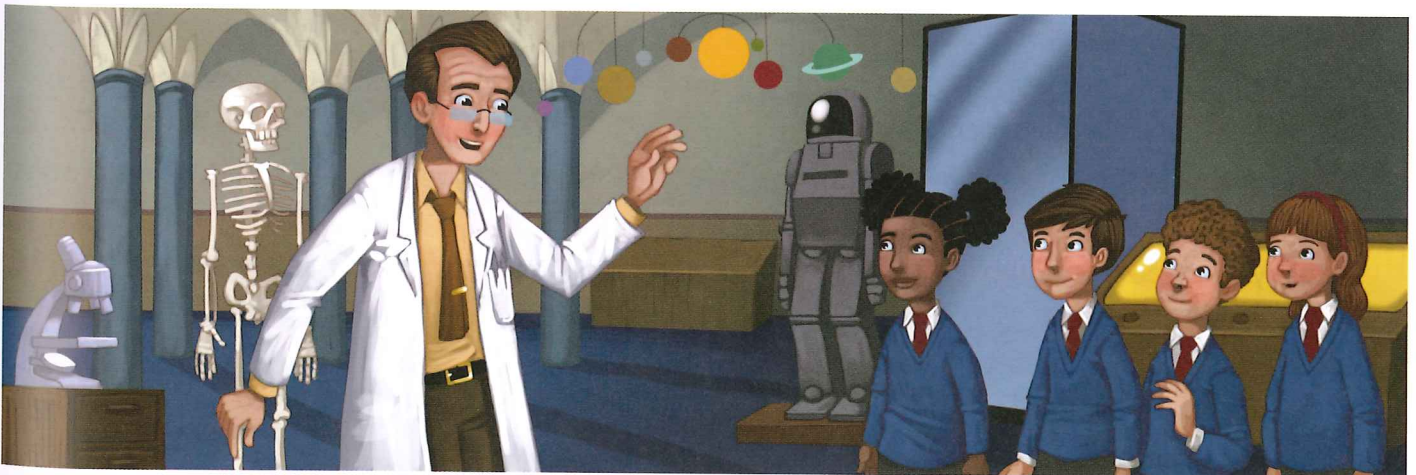
*She plays **beautifully**.* (adverb)

## B Read what the scientist said to the children, and circle the correct words.

Hello, everybody. My name's Jack Field. I work here in the museum. I'm a scientist. Am I speaking <sup>1</sup> **loudly** / **loud** enough? Can you all hear me <sup>2</sup> **clear** / **clearly**? Good.

I am pleased to see that you all look so <sup>3</sup> **happily** / **happy**. That's a good start. Now, you are going to do lots of experiments this evening and tomorrow morning. Most of the experiments are about the senses, so we will be asking you to touch, smell, and listen to things. You will have to decide if something feels <sup>4</sup> **cold** / **coldly** or <sup>5</sup> **warm** / **warmly**. Or if something sounds <sup>6</sup> **loud** / **loudly** or <sup>7</sup> **quiet** / **quietly**. Or if a chemical smells <sup>8</sup> **bad** / **badly** or <sup>9</sup> **good** / **well**! We will also give you some things to eat, and you'll have to say if they taste <sup>10</sup> **sweet** / **sweetly** or <sup>11</sup> **bitter** / **bitterly**.

We have lots of things for you to do, so it's important that you work <sup>12</sup> **quickly** / **quick** and <sup>13</sup> **careful** / **carefully**. Let's make a start. Can you all now walk <sup>14</sup> **quiet** / **quietly** to the laboratory?



- C** Read the questions that the children have to answer for each experiment. There are eleven mistakes. Change the words to correct the mistakes.

## Worksheet 2

### Experiment 4

Put your hands into the boxes and touch the animal skins quick.

How do they feel? Which one feels coldly and roughly? Which one feels smoothly?

Which one feels warmly?

### Experiment 5

Listen careful to each noise.

Which engine sounds very loudly? Which bell sounds very quietly?

### Experiment 6

Close your eyes. Take a bite of each fruit and chew it slow. Which

fruit tastes very sweetly? Which tastes bitterly? What are they?

- D** Complete the text with adjectives or adverbs from the boxes. There are six words that you won't need to use.

**Adjectives**    good    cold    loud    horrible    strange    scary

**Adverbs**    well    coldly    loudly    horribly    strangely    scarily

**Jacky**    Are you asleep, Mel?

**Melanie**    No, I didn't sleep very <sup>1</sup> \_\_\_\_\_. I felt very <sup>2</sup> \_\_\_\_\_. The room was freezing.

**Jacky**    Me too. I heard lots of noises, and the air conditioning sounded very <sup>3</sup> \_\_\_\_\_.

**Melanie**    Yes, it was very weird.

**Jacky**    And the air smelled <sup>4</sup> \_\_\_\_\_. Not like normal. I think it was from the chemicals we used in the experiments.

**Melanie**    Yes, maybe. And in the dark, the objects in this room looked <sup>5</sup> \_\_\_\_\_. Like monsters! I was frightened.

**Jacky**    And my mouth felt <sup>6</sup> \_\_\_\_\_ because of all the bitter things they gave us to chew!

- E** Listen and check your answers.  35

**F** Reorder the words to make sentences.

- 1 good / our / tasted / sandwiches \_\_\_\_\_
- 2 felt / water / the / cold \_\_\_\_\_
- 3 bad / sounded / engine / car / the \_\_\_\_\_
- 4 the / children / tired / looked \_\_\_\_\_
- 5 horrible / chemicals / smelled / the \_\_\_\_\_

**G** Circle the correct verbs.

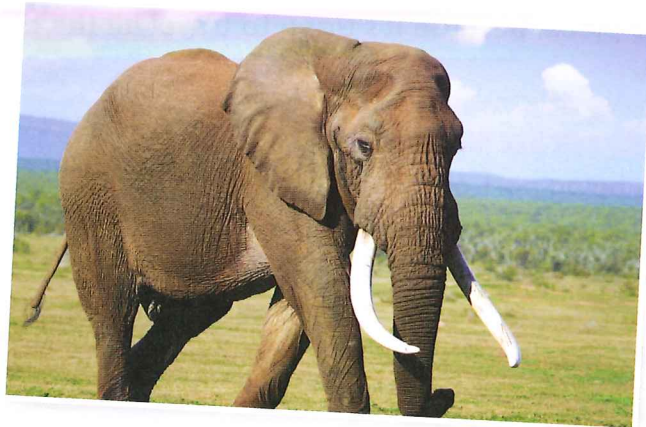
- 1 We all **tasted** / **felt** tired after the trip.
- 2 The singers **sounded** / **tasted** happy.
- 3 The food in the restaurant **sounded** / **tasted** good.
- 4 The museum **looked** / **smelled** scary in the dark.
- 5 The chemicals **felt** / **smelled** bad.

**H** Circle the correct words.

- 1 The scientist spoke **clearly** / **clear**.
- 2 The children waited **quiet** / **quietly**.
- 3 The teachers and the children looked **happy** / **happily**.
- 4 He **quickly** / **quick** put his hand into the water.
- 5 The air in the room smelled **sweet** / **sweetly** after the experiment.
- 6 We **slowly** / **slow** opened our eyes.

**Let's Talk!**

- I** Show a picture of your pet, or an animal you like, to your partner. Describe it. Use these ideas or your own.



*His ears look very soft.*

*His eyes look very friendly.*

*He makes noises with his trunk. It sounds funny.*

*He smells sweet.*

*No, they look rough to me.*

*They look sad to me.*

*I think it sounds too loud.*

*Oh no! I think he smells horrible.*

# 16 At the Circus

## Discover Grammar

- A** In Las Vegas, U.S., some international artists are performing in a show. Listen and read the interviews.  36

Michael Kanu from Senegal – tightrope and aerial dancing

**Is it easy to be a circus performer?**

It depends. Sometimes it's difficult to learn new routines, but it's fantastic to perform in front of an audience. It might look easy, but it's difficult to do well. I love performing, so it's fun to be onstage.

Olivia Chen from China – juggling

**Do you like touring, or is it better to stay in one city?**

I like touring, because it's interesting to visit new places. I like traveling. But my husband prefers being in one place, because it's tiring to travel all the time.

Selcuk Akpek from Turkey – acrobatics

**What do you like most about being in the circus?**

I love being part of this "international family": we come from all over the world, and we are great friends. When I first arrived, I couldn't understand much. My English wasn't very good, and it was hard to understand lots of different people, but now it's fine. This is the best job in the world.



- B** Read the interviews again. Find these adjectives and underline them.

difficult fantastic interesting tiring hard

Now complete the phrases from the interviews.

- 1 It's difficult to learn new routines.
- 2 It's fantastic \_\_\_\_\_
- 3 It's difficult \_\_\_\_\_
- 4 It's interesting \_\_\_\_\_
- 5 It's tiring \_\_\_\_\_
- 6 It was hard \_\_\_\_\_

- C** Read the interviews again. What do you think about their lives?  
Tell your partner.

I think it's \_\_\_\_\_ to be a circus performer because ...

... you can visit new places.

... you travel all the time.

... you have to do lots of training.

... you might get hurt.

## Learn Grammar

- A** Read and learn.

### *It's* + Adjective + Infinitive

Use *it's* + adjective + infinitive to give your opinions or to say what you think.

*It's nice to meet you.*

*It's easy to learn how to juggle, but it's difficult to do it well!*

*They speak so quickly, it's impossible to understand them!*

Use this pattern with adjectives such as *difficult, easy, hard, possible, impossible, right, wrong, nice, kind, clever, silly*.

Use this pattern in questions, negatives, and with different tenses:

Questions: *Is it hard to walk the tightrope?*

Negative: *It isn't easy to perform seven nights a week.*

Negative: *It isn't nice to fall over in front of the audience!*

Past: *At the beginning, it was impossible to learn all the steps!*





**B** Listen and read the interview. Anita is the star of a new musical show called *Spaceship!* Then complete the text with the infinitives in the box.  37

to be to do to have to meet to miss to tell

Hi Anita. It's nice<sup>1</sup> \_\_\_\_\_ you. Congratulations on the show!  
Thanks. It's a dream come true! It's hard<sup>2</sup> \_\_\_\_\_ you how excited I am.

**Do you get nervous onstage?**

Yes. I've tried out for lots of other shows. Sometimes you are too short, too tall, your hair is the wrong color, or they don't like your voice. It's impossible<sup>3</sup> \_\_\_\_\_ perfect for every part. But then I got lucky! Wow! *Spaceship!* is great. It's fun<sup>4</sup> \_\_\_\_\_ things with your friends, and the other actors are my friends now.



**Do you sometimes wish you were at home on the weekends?**

Yes, I do. I love playing volleyball, and I can't play on my school team because of the show. It's disappointing<sup>5</sup> \_\_\_\_\_ birthday parties. But it's nice<sup>6</sup> \_\_\_\_\_ the chance to do this.

**C** Underline the adjectives in the interview. The first one has been done for you.

**D** Read the interview again. Match the two parts of the sentences.

- |                      |                                   |
|----------------------|-----------------------------------|
| 1 It's nice          | a to be perfect for every part.   |
| 2 It's disappointing | b to meet you.                    |
| 3 It's impossible    | c to miss birthday parties.       |
| 4 It's fun           | d to have the chance to do this.  |
| 5 It's hard          | e to do things with your friends. |
| 6 It's nice          | f to tell you how excited I am!   |

**E** Rewrite the sentences using *It's + adjective + infinitive*.

- |  |  |
|--|--|
| 1 Working in the circus was fun.<br><u>It was fun to work in the circus.</u> | 5 Dressing up in a costume was fun.<br>_____               |
| 2 Training every day was hard.<br>_____                                      | 6 Performing day after day was difficult.<br>_____         |
| 3 In the beginning, remembering everything was impossible.<br>_____          | 7 Making children laugh every day was incredible!<br>_____ |
| 4 Being part of a team was nice.<br>_____                                    |  |

**F** Correct the mistakes.

1 It's difficult ~~for~~ learn fire-eating.

*difficult to learn*

2 It nice to perform every night.

3 It not interesting to stay in one city all the time.

4 I think it's nice to wearing a different costume for each new show.

5 It isn't hard for stay with the circus—it's the best job in the world for me!

6 It was interesting for travel to different cities each month.

**G** Write the questions.

1 Being onstage is scary.

*Is it scary to be onstage?*

2 Learning your lines is difficult.

3 Missing parties is disappointing.

4 Meeting newspaper reporters is fun!

5 Saying what you miss the most is hard.

6 Having the chance to do this is nice.

**H** Change the sentences from affirmative to negative.

1 It's difficult to work with your friends.

*It isn't difficult to work with your friends.*

2 It's scary to try something new!

3 It's easy to learn lines.

4 It's interesting to talk to reporters.

5 It's fun to miss school each week.

6 It's possible to be in every show.

**Let's Write!**

**I** Imagine that you work in the circus. Choose an act that you want to do for example tightrope-walking, fire-eating, or juggling. What do you do every day? What is your life like? Write about it.

Is it easy to be a circus performer?

Do you like touring, or is it better to stay in one city?

What do you like most about being in the circus?

## Module 8 Review

- A** 1 Read Amy's email to her friend Tulai in Turkey. Underline all the sense verbs.

Hi Tulai,

I went to Disneyland near Tokyo with my family last weekend. It was a great trip, but I didn't enjoy the flight there.

My brother and I felt scared when the plane started to take off. We thought the noise of the engines sounded strange, but when the plane was in the air, the engines sounded normal. The flight was only an hour, but it felt very long. We wanted to arrive as quickly as possible. On the coach journey from the airport to Disneyland, our parents looked very tired, and they soon fell asleep. When the coach arrived at Disneyland, our parents looked refreshed again after their sleep. We went to our hotel and unpacked quickly. There were some flowers on the table in our room. They looked beautiful, and they smelled fantastic. Then we went to Disneyland and spent about five hours on the different rides and other activities. At night, everything looked so bright, and the music sounded great. I'll tell you more and send some photos in my next email. I have to go.


Bye for now,

Amy

- 2 Read the email again and circle the adjectives.

- 3 Write the word which follows each sense verb.

- 1 My brother and I felt \_\_\_\_\_.
- 2 The noise of the engines sounded \_\_\_\_\_.
- 3 When the plane was in the air, the engines sounded \_\_\_\_\_.
- 4 The flight felt very \_\_\_\_\_.
- 5 Our parents looked very \_\_\_\_\_ and soon fell asleep.
- 6 Our parents looked \_\_\_\_\_ again after their sleep.
- 7 The flowers looked \_\_\_\_\_ and they smelled \_\_\_\_\_.
- 8 At night, everything looked so \_\_\_\_\_.
- 9 The music sounded \_\_\_\_\_.

**HOTspot**  Why do you think Amy and her brother were scared when the plane took off? What is your favorite way to travel? What do you like about it?

**B** Read the interview. Match and write the questions in the box with the answers.

Do you practice a lot? Is it easy to be a musician?  
Do you like touring, or is it better to stay in one place?

1 \_\_\_\_\_


For me, yes, I love it. It's my dream job! Sometimes it's difficult to learn new music, but it's wonderful to perform in front of an audience.

2 \_\_\_\_\_

Yes, every day. It might look easy to play an instrument, but it's difficult to do well. So you must practice, practice, practice!

3 \_\_\_\_\_

Yes, I really like it. It's interesting to visit new cities. Last year, we went on a short tour around Southeast Asia. It was fascinating to see other countries that are so different from mine!

**HOTspot**  Do you play a musical instrument? What do you like about it?  
Do you like listening to songs in English? Do you think it's a good way to learn?  
Tell your friends which songs you like!

**C** Reorder the words to make sentences.

- 1 fun / it's / work / in / orchestra / to / the It's fun to work in the orchestra.
- 2 isn't / to / it / easy / learn \_\_\_\_\_
- 3 difficult / is / well / do / it / to \_\_\_\_\_
- 4 fun / was / it / travel / to / overseas \_\_\_\_\_
- 5 was / visit / to / it / fascinating / Japan \_\_\_\_\_

**D** Match the questions and answers.

- |   |   |
|---|---|
| 1 Is it fun to be onstage?                  | a Yes, it was really interesting. I like to try new things! |
| 2 Was it interesting to try different food? | b Yes, it is. I love traveling and seeing new places!       |
| 3 Was it hard to understand people?         | c Yes, it is. I like performing.                            |
| 4 Is it nice to travel overseas?            | d Yes, it was. I couldn't speak their language!             |



## 17

## An Unusual Building

## Discover Grammar

**A** Listen and read. Why is this building unusual?  38



Hi! My name's Jinghua. I'm thirteen and I'm a student. My favorite subject is art and my favorite sport is tennis. I want to be an architect one day.

I live in Harbin, in China. It's cold here, but I love snow! Every winter, there's a festival in Zhaolin Park. It's an international ice and snow festival. This year, I went to the festival with my family.

They take blocks of ice from the River Songhua and put them in the park. Artists turn the blocks of ice into palaces and statues. Visitors come from all over the world to see them.

I loved the ice palaces. My dad's an electrician. He told me that they use millions of bulbs to light up the buildings. I'm going to draw a picture of an ice palace later.

When spring comes, they take down the sculptures so the park doesn't flood. The blocks of ice are put back in the river. It's awesome!

**B** Find these sentences in the text. Circle the correct words.

- 1 I'm **a** / **the** student.
- 2 Every winter, there's **the** / **a** festival in Zhaolin Park.
- 3 I'm going to paint **a** / **the** picture.

**C** Find these sentences in the text. Complete the sentences with *a* or *the*.

- 1 I went to \_\_\_\_\_ festival with my family.
- 2 They take blocks of ice from \_\_\_\_\_ River Songhua.

**D** Find these sentences in the text. Cross out any extra words.

- |   |  |
|---|--|
| 1 <del>The</del> my favorite subject is <del>the</del> art. | 3 My favorite sport is a tennis.                                   |
| 2 I live in the Harbin, in the China.                       | 4 Artists turn the blocks of ice into the palaces and the statues. |

# Learn Grammar

## A Read and learn.

### A, An, The, and No Article

Use *a* and *an*:

- before singular countable nouns, when something is mentioned for the first time.  
*There's a festival.*

- for jobs.  
*He's an electrician, I'm a student.*

- with things that aren't special.  
*I'm going to draw a picture of an ice palace.* (This ice palace isn't special.)

Use *an* when a word begins with a vowel sound.

*an international festival an architect*

Use *the*:

- with singular and plural nouns when both the speaker and listener know what we are talking about.  
*I loved the ice palaces.* (the ones in the park)

- when something is mentioned for the second time. We already know this information.  
*There's a festival.* (first mention)

*I went with my family to the festival.* (second mention)

Don't use an article:

- before most country names and towns.

*I live in Harbin, in China.* (BUT *the United States*)

- before plural nouns when talking about things in general.

*I like animals.*

*Visitors come.*

- with school subjects or sports.

*My favorite subject is art.*

*I play tennis.*



## B Read and correct the sentences.

- 1 Jinghua is student.
- 2 She lives in the China.
- 3 She went to international festival this year.
- 4 A palaces were beautiful.
- 5 She drew the picture of an ice palace.

*Jinghua is a student.*

**C** Complete the sentences with *a* or *an*.

- 1 Mr Lee is \_\_\_\_\_ designer.
- 2 She's \_\_\_\_\_ artist.
- 3 He's \_\_\_\_\_ electrician.
- 4 You're \_\_\_\_\_ interpreter.
- 5 Mrs Yu is \_\_\_\_\_ tour guide.
- 6 He's \_\_\_\_\_ truck driver.

**D** Complete the sentences. Circle *the* or no article (-). Then listen and check.  39

I'm from <sup>1</sup> **the** /  New Zealand. I heard about the Harbin Ice and Snow Festival from my friend Chi. This year, we decided to visit <sup>2</sup> **the** / - festival. It was great, and <sup>3</sup> **the** / - snow palaces were amazing. I like <sup>4</sup> **the** / - light shows, and <sup>5</sup> **the** / - lights here were awesome. At night, <sup>6</sup> **the** / - buildings shone with different colors. I'm really glad we went, and I want to go back to <sup>7</sup> **the** / - Harbin next year!

**E** Read the dialogues. Circle *a* or *the*. Then listen and check. Act out with your partner.  40

**Conversation 1**

Let's go to Zhaolin Park. There's <sup>1</sup> **a** / **the** festival today.

Really? Which one?

It's <sup>2</sup> **an** / **the** annual ice and snow festival.

I'm not sure. I don't like <sup>3</sup> **a** / **the** snow.

It's awesome. You'll love it! We can see <sup>4</sup> **a** / **the** snow palaces made out of ice. They are amazing!

Really? OK. I'll get my camera. Let's go to <sup>5</sup> **a** / **the** festival!

**Conversation 2**

Wow! What's this?

I think it's <sup>6</sup> **a** / **the** magical fairy palace.

It's really beautiful. Look, we can go inside.

Look up! Can you see <sup>7</sup> **a** / **the** lights?

They're really pretty. Let's go this way.

I think that's <sup>8</sup> **a** / **the** exit.

Wait a minute. I want to take <sup>9</sup> **a** / **the** photograph. OK. Say "Cheese!"

**F** Match the two parts of the sentences. Then write the sentences with *a* / *an*, *the* or no article.

- |                           |  |
|---------------------------|--|
| 1 Shi Qi Gao is _____     | a Ice and Snow Festival in Harbin every year.  |
| 2 He studies _____        | b student.                                     |
| 3 He likes to visit _____ | c snow palaces at the festival are incredible. |
| 4 He wants to be _____    | d art and technology in college.               |
| 5 He thinks _____         | e architect when he finishes college.          |

1 *Shi Qi Gao is a student.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

- G** Complete the text with *a / an, the*, or no article.



Harbin is not the only place that holds ice and snow festivals. In Quebec, in <sup>1</sup> \_\_\_\_\_ Canada, there is <sup>2</sup> \_\_\_\_\_ Winter Carnival every year. There are shows, winter sports events, and snow and ice building competitions at <sup>3</sup> \_\_\_\_\_ Carnival, and there are parades through <sup>4</sup> \_\_\_\_\_ city every night. The opening ceremony takes place at <sup>5</sup> \_\_\_\_\_ Ice Palace. It's great fun, and everyone has <sup>6</sup> \_\_\_\_\_ amazing time!

## Let's Talk!

- H** Work in small groups. Imagine that you are going to an ice and snow festival. Design an ice building poster together. Label the picture.

Display your design in the classroom. Tell the other groups about your design. Think about using *a, an, the*, or no article when you speak!

*This is a snow school. It's got a snow playground and snow swings.*

*In the playground, there are ...*

*There are two classrooms. The classrooms have ...*

*This is our snow hotel. It's awesome! It's got an ice restaurant.*

*In the restaurant, you can see ...*

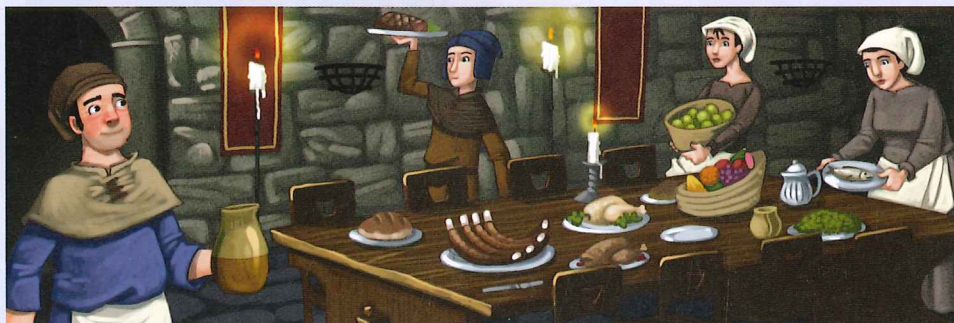
*There's a snow gym. It's got a mirror made of ice!*



# 18 The Castle

## Discover Grammar

- A** Listen and read the story about Tom. He is twelve years old and he lives in a castle.  41



My name is Tom. I'm the baker's son. I work in the castle kitchen. Today is a special day. There's going to be a royal banquet tonight to celebrate the king's visit. He's arriving at six o'clock with the queen, and we are all excited and scared. Everyone has worked hard to get everything ready. We've cooked fish, meat, and sauces. We've prepared special fruit and drinks.

Last night I was baking bread until very late, and my young brother Jack was cleaning the floors for hours. We were really tired this morning, but now we feel full of energy and excitement! I'm making a pudding at the moment, and later I have to help the cook take the dishes to the Great Hall. I think I'll have a chance to taste some of the food later. It all smells wonderful, and I have been hungry all day. I think the king will like my bread!

- B** Circle the tense that matches the story.
- 1 The king **will arrive** / 's **arriving** at six o'clock.
  - 2 I'm a baker's son and I **work** / **have worked** in the castle kitchen.
  - 3 I **am** / **have been** hungry all day.
  - 4 Jack **cleaned** / **was cleaning** the floors for hours.
  - 5 I 'm **making** / **make** a pudding at the moment.
  - 6 This morning everyone **was** / **has been** tired, but now we feel full of energy and excitement!

- C** 1 Find three examples of different future forms in the story.

\_\_\_\_\_

- 2 Find three examples of different past tenses in the story.

\_\_\_\_\_

- 3 Find three examples of different present tenses in the story.

\_\_\_\_\_

# Learn Grammar

## A Read and learn.

### Review of Tenses

#### Past

Use the simple past to talk about things that are finished.

*I worked hard last night. We didn't have much time. Did everyone cook something?*

Use the past continuous to talk about actions that were happening at a certain time in the past.

*I was working in the kitchen. She wasn't listening to me. Were they cleaning the floor?*

#### Present

Use the simple present to talk about facts and routines.

*We live in a castle. He doesn't work on the farm. Does she make clothes?*



Use the present continuous to talk about things that are happening now.

*She is making bread. He isn't entertaining the king. Are they dancing for the queen?*

#### Present Perfect

Use the present perfect to talk about actions that started in the past and are still happening now.

*I've been hungry all day. She hasn't stopped cooking. Have you nearly finished?*

Use the present perfect to talk about actions that have recently been completed.

*I've washed the bowls. I haven't cleaned the floor. Have you made the soup?*

#### Future

Use *going to* to talk about future plans and predictions about things we can see.

*I'm going to listen to the music. We aren't going to dance. Are they going to visit us?*

Use *will / won't* to talk about future facts and to make predictions about things you believe.

*I think they will enjoy the meal. He will dance tonight. Will they know the answer?*

Use the present continuous to talk about future arrangements.

*He's arriving at six o'clock. I'm going to the cinema tomorrow. Are you meeting her later?*

## B Reorder the words to make simple present sentences.

1 There / all over the world / many castles / are

2 different designs / have / They

3 round towers / Some castles / have

4 have / Many castles / strong walls

5 Most castles / cold and damp inside / are

**C** Make the present continuous sentences negative.

- 1 The knights are riding the horses.  
\_\_\_\_\_
- 2 The jester is making the king laugh.  
\_\_\_\_\_
- 3 The cook is preparing a great banquet.  
\_\_\_\_\_
- 4 The peasant is working in the fields.  
\_\_\_\_\_
- 5 The queen is eating her breakfast.  
\_\_\_\_\_
- 6 The king is arriving at 6 o'clock.  
\_\_\_\_\_
- 7 The baker is baking bread.  
\_\_\_\_\_

**D** Listen and read. Complete the text using the simple past of the verbs in parentheses. Listen again to check your answers.  42

Farming <sup>1</sup> was (is) very important to the castle inhabitants. Everyone who <sup>2</sup> \_\_\_\_\_ (live) and <sup>3</sup> \_\_\_\_\_ (work) in the castle <sup>4</sup> \_\_\_\_\_ (need) food and drink, and so <sup>5</sup> \_\_\_\_\_ (do) all the animals. People <sup>6</sup> \_\_\_\_\_ (grow) most of their food in the fields around the castle. Inside the castle, the kitchen <sup>7</sup> \_\_\_\_\_ (is) an important room. It <sup>8</sup> \_\_\_\_\_ (contain) the fires for cooking. Castles usually <sup>9</sup> \_\_\_\_\_ (have) other rooms for food nearby, such as the bakery, and rooms where the cook <sup>10</sup> \_\_\_\_\_ (store) food.

**E** Complete the text using the past continuous. Listen and check your answers.  43

"I <sup>1</sup> was working (work) hard all day today. While the lords and ladies <sup>2</sup> \_\_\_\_\_ (have) their main meal at eleven in the morning, we <sup>3</sup> \_\_\_\_\_ (work) in the kitchen, cooking for the dinner that night. The servants <sup>4</sup> \_\_\_\_\_ (clean) the bowls and jugs, others <sup>5</sup> \_\_\_\_\_ (light) the fires around the castle and the musicians <sup>6</sup> \_\_\_\_\_ (practice) their music. Imagine the noise!"

**F** Which jobs have the servants finished? Complete the sentences.

- 1 ✓ bake the bread (He)
- 2 ✗ finish the pudding (They)
- 3 ✗ make the fires (She)
- 4 ✓ pour the drinks (They)
- 5 ✓ help the lady choose her clothes (She)
- 6 ✗ clean the floor (He)
- 7 ✗ cook the meat (She)
- 8 ✗ feed the animals (He)

He has baked the bread.  
They haven't finished the pudding.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**G** Complete the conversations between Tom and the cook. Choose questions from the box. Listen and check your answers.  44

Can you help me? Is there going to be enough bread for everyone? Do you think everyone will enjoy the banquet? Did you light the fires? Will it be good for the king? Have you baked the bread? Will you tell me when they arrive?

**Conversation 1**

**Cook** Tom, we need to check everything for the banquet tonight. <sup>1</sup> Can you help me?

**Tom** Yes, certainly.

**Cook** <sup>2</sup> \_\_\_\_\_

**Tom** Yes, I have.

**Cook** <sup>3</sup> \_\_\_\_\_

**Tom** Yes, it will. I think it'll taste delicious.

**Cook** <sup>4</sup> \_\_\_\_\_

**Tom** Yes, there is. We have cooked a lot.

**Conversation 2**

**Cook** The king and queen are going to be here soon. <sup>5</sup> \_\_\_\_\_

**Tom** Yes, I will. My friends are watching from the tower.

**Cook** Is it warm in the Great Hall? <sup>6</sup> \_\_\_\_\_

**Tom** Yes, I lit them all this afternoon.

**Cook** Good. <sup>7</sup> \_\_\_\_\_

**Tom** Yes, I do. I think it'll be a wonderful banquet.

**Cook** Yes, me too!

**H** Act out the conversations with your partner.

**Let's Write!**

**I** Imagine that you live in a castle and you are a knight, a lady-in-waiting, a jester, a musician, or a cook. The king and queen are coming tonight for a banquet. What are you going to do to get ready? What have you already finished?

Write your story. Start like this:

*Today is a special day. The king and queen are going to visit the castle.*

I feel ...

excited / scared / happy

I hope I will ...

meet the queen / make them smile / prepare something delicious

Yesterday, I ...

planned the menu / wrote a new song / polished my armor

I'm going to ...

play the flute / cook the meat / wear special clothes / perform a new dance

Put your stories around the classroom for everyone to enjoy.

# Module 9 Review

**A** Read the email from Dan's new exchange partner. Choose *a* or *the*.

To: Dan  
 Date: April 17<sup>th</sup>  
 Subject: Introducing myself

Hi! My name is Tomoko.

I'm <sup>1</sup> **a / the** student. I live in Hyōgo, in Japan. I'm 13 years old. I like swimming, biking, and volleyball. My favorite subject at school is English.

I live near Himeji Castle, which is <sup>2</sup> **a / the** very famous castle in Japan. It's beautiful. Tourists come from all over <sup>3</sup> **a / the** world to see it. <sup>4</sup> **A / The** castle is sometimes called the "White Heron Castle" in English, because of its white walls. <sup>5</sup> **A / The** walls are made of stone.

Himeji Castle is very old. In my country, there have been wars and earthquakes, but this castle is still standing.

If you visit me in Japan, I can take you to see Himeji Castle. Perhaps you can come in April, so you can see <sup>6</sup> **a / the** cherry blossom trees. They are very pretty.

Yours,  
 Tomoko



**B** Find six examples with no article in the email above, and write them below.

- 1 No article for non-countable nouns:
- 2 No article for places:
- 3 No article for country names:
- 4 No article for sports:
- 5 No article for school subjects:
- 6 No article for months of the year:

*The walls are made of stone.*

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**C** Choose *a* or *an*.

- 1 It's **a / an** interesting castle.
- 2 The castle walls are **a / an** beautiful white color.
- 3 The castle has six floors and **an / a** cellar.
- 4 There's **an / a** train from Tokyo to Himeji.

**D** Choose *a* or *the*.

- 1 It's **a / the** famous castle.
- 2 **A / The** walls are made of white stone.
- 3 There is **a / the** path like a maze to the center of the castle.
- 4 It takes more than one hour to walk around **a / the** castle.

**E Choose *the* or – (no article).**

- 1 Himeji Castle is a famous castle in – / **the** Japan.
- 2 Please come to visit the castle in – / **the** April.
- 3 You can see – / **the** cherry blossom trees.
- 4 I am learning – / **the** English so I can tell tourists about the castle.

**F Complete with the words in the box.**

had had served trained wasn't were

Training to become a knight <sup>1</sup> \_\_\_\_\_ easy. You <sup>2</sup> \_\_\_\_\_ to learn many different things. You learned how to ride, and how to look after horses. You <sup>3</sup> \_\_\_\_\_ in many sports, including wrestling. You <sup>4</sup> \_\_\_\_\_ food to the lord at the table. You <sup>5</sup> \_\_\_\_\_ responsible for the armor and you <sup>6</sup> \_\_\_\_\_ to fight in battle.

**G Complete with the missing verbs. Use the simple past.**

Everybody <sup>1</sup> \_\_\_\_\_ (enjoy) games and sports in the castle. People <sup>2</sup> \_\_\_\_\_ (play) board games, <sup>3</sup> \_\_\_\_\_ (tell) stories and <sup>4</sup> \_\_\_\_\_ (listen) to musicians. The castle gardens <sup>5</sup> \_\_\_\_\_ (be) pleasant places to go for a walk.

**H Match the two parts of each sentence.**

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 I was cooking food        | a from the watch tower.         |
| 2 She was picking apples    | b in the kitchen.               |
| 3 He was feeding the horses | c in the stable.                |
| 4 I was keeping a lookout   | d in the fields.                |
| 5 They were farming         | e from the trees in the garden. |

**I Reorder the words to make sentences.**

- |  |   |
|--|---|
| 1 the banquet / arrived / The king / has / for<br>_____  | 4 started / play / The musicians / to / have<br>_____ |
| 2 down / The queen / sat / has<br>_____                  | 5 have / The singers / arrived<br>_____               |
| 3 hasn't / the kitchen / The food / from / come<br>_____ | 6 just / has / The banquet / begun!<br>_____          |

**J Circle the correct verbs.**

Today is a special day. The princess <sup>1</sup> **is** / **was** getting married. The king and queen <sup>2</sup> **are** / **have been** delighted. There will be a royal banquet in the Great Hall tonight. The cook has been planning this meal for months. He <sup>3</sup> **is going to** / **will** cook a special menu with meat, fish, and fruit.

I think the Great Hall <sup>4</sup> **is going to** / **will** look spectacular. There are flags everywhere.

We <sup>5</sup> **'re going to** / **will** wear our best clothes and jewelry.

The musicians <sup>6</sup> **have written** / **were writing** some special new songs to play, and there will be dancing, too. I really hope that I can taste some of the cook's new recipes!

# Exam Time

## Unit 1

**A** Complete the interview between a boy and a woman who works at a safari park.  
What does the woman say?

Boy Do you like your job in the safari park?

Woman <sup>0</sup> c

Boy Have you worked in many other safari parks?

Woman <sup>1</sup> \_\_\_\_\_

Boy Where else have you worked?

Woman <sup>2</sup> \_\_\_\_\_

Boy Have you been to Africa or India?

Woman <sup>3</sup> \_\_\_\_\_

Boy What jobs have you done in the safari park?

Woman <sup>4</sup> \_\_\_\_\_

Boy Really! And have you ever been in danger?

Woman <sup>5</sup> \_\_\_\_\_

Boy Oh!

- a Oh, I've done lots of jobs here. So many over the years!
- b I've worked in safari parks in England and France.
- c Yes, I do. I like it very much.
- d Yes, I have.
- e No, I haven't. I've never seen the animals in the wild.
- f I've never fed the tigers.
- g Yes, I have. A tiger attacked me once!
- h I love being with the animals.

**B** Complete the five conversations between two friends.

0 Hello, how are you?

**a** Fine, thanks.

b Yes, I am.

c Yes, please.

1 What have you been doing during the vacation?

a I've been working at the park.

b I'm working at the park.

c I work at the park.

2 What work have you been doing?

a I'm helping my dad.

b I helped my dad.

c I've been helping my dad.

- 3 How have you been helping him?
- a We are building a new play area together.
  - b We've been building a new play area together.
  - c We were building a new play area together.
- 4 Great! Have you been working with anybody else?
- a Yes, we were working with some builders.
  - b Yes, we've been working with some builders.
  - c Yes, we are working with some builders.
- 5 What have they been building?
- a They are building an area for small animals.
  - b They have been building an area for small animals.
  - c They were building an area for small animals.

## Unit 2

Read the article about Greenpeace. Choose the best word (a, b or c) for each space.

My parents<sup>0</sup> c members of Greenpeace for years—since 1986. They<sup>1</sup> \_\_\_\_\_ when they were students. When they<sup>2</sup> \_\_\_\_\_ young, they liked the Greenpeace ships and balloons. <sup>3</sup> \_\_\_\_\_ any photos of them? Their most famous ship is called *Rainbow Warrior*. It<sup>4</sup> \_\_\_\_\_ great! When I was younger, I<sup>5</sup> \_\_\_\_\_ how important Greenpeace is but now I do. Greenpeace started in 1971 and they<sup>6</sup> \_\_\_\_\_ one of the most important organizations in the world for conservation. They've campaigned to protect the rainforests and the oceans and the whales. At the moment, they<sup>7</sup> \_\_\_\_\_ in Mauritius to stop the overfishing of tuna. Their work<sup>8</sup> \_\_\_\_\_ in forty countries all over the world.

- |                       |                      |                    |
|-----------------------|----------------------|--------------------|
| 0 a were              | b are                | c have been        |
| 1 a joined            | b have joined        | c join             |
| 2 a are               | b were               | c have been        |
| 3 a Did you see       | b Do you see         | c Have you seen    |
| 4 a has looked        | b is looking         | c looks            |
| 5 a didn't understand | b haven't understood | c don't understand |
| 6 a became            | b are becoming       | c have become      |
| 7 a work              | b worked             | c are working      |
| 8 a is continuing     | b continues          | c has continued    |



# Unit 3

**A** You saw these notices last week when you were on holiday in Greece. Match the notices (a-h) to what you said. (1-5).

- |   |  |
|---|--|
| 0 We couldn't play soccer there.                  | a Danger! Deep water                                   |
| 1 We could park there.                            | b Museum shop – sale ends Wednesday!                   |
| 2 We could eat there in the middle of the day.    | c Swimming pool and gym open Mon–Fri                   |
| 3 We could drive there at the weekend.            | d Café open from 12:00–3:00p.m.                        |
| 4 We couldn't swim there.                         | e Car park open. Please buy a ticket from the machine. |
| 5 We couldn't buy cheap things there on Thursday. | f No ball games allowed in the park                    |
|   | g This way to the dinosaur exhibition                  |
|   | h Road closed until Friday                             |

**B** Look at the calendar and match the sentences to the dates.

- 0 We won't be able to go to the museum on that day. We're going to a party. June 5
- 1 We'll be able to go to the cinema in the evening, after soccer. \_\_\_\_\_
- 2 We won't be able to go swimming then. \_\_\_\_\_
- 3 We won't be able to do our presentation then. There's a school trip. \_\_\_\_\_
- 4 We'll be able to work in the new Resource Center then. \_\_\_\_\_
- 5 We'll be able to go to the park after the tennis class. \_\_\_\_\_
- 6 We won't be able to go to the café then. \_\_\_\_\_
- 7 We'll be able to stay late after school that night. \_\_\_\_\_
- 8 We'll be able to do our homework together on Thursday, before Film Club. \_\_\_\_\_

## June

M	T	W	T	F	S	S
30	31	01	02 <i>Film Club</i>	03	04	05 <i>Party</i>
06 <i>Café Closed</i>	07	08	09	10 <i>Five a side soccer training</i>	11	12 <i>Trip to London</i>
13 <i>Pool closed</i>	14	15	16	17 <i>Resource Center opens</i>	18	19
20	21 <i>Governors meeting – school closed this evening!</i>	22	23	24	25 <i>Class at tennis club</i>	26
27	28	29	30	01	02	03

## Unit 4

**A** Complete the conversation between a man on a TV show and an antiques expert. What does the expert say?

Man Could you say what this is? Is it a Roman plate?

Expert <sup>0</sup> d

Man Oh yes. I see now! And is this ring valuable?

Expert <sup>1</sup> \_\_\_\_\_

Man And I have another ring here. What do you think of this?

Expert <sup>2</sup> \_\_\_\_\_

Man And here are some old coins.

Expert <sup>3</sup> \_\_\_\_\_

Man And is this wooden toy very old?

Expert <sup>4</sup> \_\_\_\_\_

Man I also have these old green bottles. Are they worth anything?

Expert <sup>5</sup> \_\_\_\_\_

Man Thanks very much for your advice.

Expert You're welcome.

- a Well, this ring must be worth a lot of money. It has three big diamonds in it.
- b Yes, it might be valuable. It looks like a gold ring, but I'm not completely sure.
- c These might be worth a lot of money, too. They are old German coins made of silver.
- d No, it can't be Roman. It's made of plastic.
- e I'm not sure. They might be. Some green bottles like this can be expensive.
- f I am sure it is worth a lot of money. It was painted a hundred years ago.
- g They can't be very valuable. They were made in a factory.
- h Yes, it must be over 150 years old. It's a toy from the time of Queen Victoria.

**B** Answer the questions. Choose a, b or c.

1 Is this ring expensive?

- a Yes, it might. It's made of plastic.
- b Yes, it must be. It's made of plastic.
- c No, it can't be. It's made of plastic.

2 Are these toys worth a lot of money?

- a They can't be, but I'm not sure.
- b They must be, but I'm not sure.
- c They might be, but I'm not sure.

3 Is this coin very old?

- a No, it can't be. It has Roman writing on it.
- b Yes, it must be. It has Roman writing on it.
- c Yes, it might be. It has Roman writing on it.

4 Is this vase valuable?

- a It must be. Look—it's made of gold!
- b It can't be. Look—it's made of gold!
- c It might be. Look—it's made of gold!

## Unit 5

**A** Read the article about teenagers' rooms in the future.

Are sentences 1–7 right (a) or wrong (b)? If there is not enough information to answer right or wrong, choose *Doesn't say* (c).

What will teenagers' rooms be like in twenty years? Scientists say that most rooms will have a robot. It will be like a personal assistant. The robot will do lots of jobs. For example, it will help teenagers do their homework and write emails and texts. Of course, it will also make the bed and put clothes away. The color of the walls will also change every day and computers will project different pictures, like posters, on the walls. Some teenagers' rooms will also have their own smart refrigerator, which will order drinks and snacks online when necessary. The typical bed of the future will have a personal movie screen and music system.

Parents predict that their teenagers will be very happy in such rooms, and teenagers say they will be over the moon!

- 0 Most rooms will have a robot.  
 a Right                      b Wrong                      c Doesn't say
- 1 The robot will help in many ways.  
a Right                      b Wrong                      c Doesn't say
- 2 The robot will clean the room.  
a Right                      b Wrong                      c Doesn't say
- 3 It will help teenagers with their school work.  
a Right                      b Wrong                      c Doesn't say
- 4 Every week the walls will be a different color.  
a Right                      b Wrong                      c Doesn't say
- 5 All teenagers will have a smart refrigerator.  
a Right                      b Wrong                      c Doesn't say
- 6 A normal bed in the future will have a movie screen and music system.  
a Right                      b Wrong                      c Doesn't say
- 7 Parents think that their teenage children will be very happy with the room of the future.  
a Right                      b Wrong                      c Doesn't say

**B** Complete the sentences. Circle a or b.

- 1 Look at that black cloud. I think ...  
a it's going to rain.  
b it will rain.
- 2 Next week, ...  
a I'm flying to New York.  
b I will fly to New York.
- 3 This new car ...  
a will travel at 300 kph.  
b is going to travel at 300 kph.

## Unit 6

**A** Complete the conversation between two friends.  
What does Greg say to William?

William What are you doing at the weekend?

Greg <sup>0</sup> c

William And what are you doing on Saturday afternoon?

Greg <sup>1</sup> \_\_\_\_\_

William Are you going anywhere on Sunday?

Greg <sup>2</sup> \_\_\_\_\_

William Are you doing anything special at home?

Greg <sup>3</sup> \_\_\_\_\_

William Two hours of homework!?

Greg <sup>4</sup> \_\_\_\_\_

William And Sunday afternoon? What are you doing then?

Greg <sup>5</sup> \_\_\_\_\_

- a I'm doing my homework from about nine till eleven.
- b My aunt and uncle are coming to visit us after lunch on Sunday.
- c I'm playing soccer in the park on Saturday morning.
- d My cousin is coming round on Friday evening.
- e I'm probably staying at home on Sunday.
- f It will probably rain all weekend.
- g After the match, I'm going to my grandma's.
- h Yes, I'm writing a project for science.

**B** Read Jack's diary. Circle a or b.

Monday Go with Sara and Tom to Film Club

wednesday Play football

Thursday Do history project after school

Friday Go to school disco

- 1 a Jack isn't going to Film Club on Tuesday.  
b Jack won't go to Film Club on Tuesday.
- 2 a He will play football on Wednesday evening.  
b He is playing football on Wednesday evening.
- 3 a He will do his history project after school on Thursday.  
b He is doing his history project after school on Thursday.
- 4 a He is going to the school disco on Friday.  
b He will go to the school disco on Friday.

## Unit 7

**A** Your friend told you about these notices. Match the notices (a–h) to what your friend said (0–5).

- |   |  |   |   |
|---|--|---|---|
| 0 | Your friend said that only blind people could take their dogs there.           | a | Do not exercise dogs on the school field.   |
| 1 | Your friend said that the bus didn't stop there any more.                      | b | New train timetable starts from April 21.   |
| 2 | Your friend said that you shouldn't take your dog for a walk there.            | c | Please have the correct change ready for the bus driver.                                  |
| 3 | Your friend said that you would have to come part of the way by bus on Sunday. | d | Bus stop not in use.  |
| 4 | Your friend said that the times of the trains changed in the spring.           | e | Make sure you take all your belongings with you when you leave the train.                 |
| 5 | Your friend said that he had seen a road accident.                             | f | No dogs except guide dogs.  |
|   |  | g | Did you see a car accident here on Sunday March 4? Please call 01232 654093.              |
|   |  | h | Engineering works on train line on Sunday. Buses will operate between Polegate and Lewes. |

**B** Match the reported speech to the direct speech.

- |   |   |   |  |
|---|---|---|--|
| 1 | "I'm hungry!"                             | a | The teacher said it was time to start.                       |
| 2 | "Let's begin the lesson, please!"         | b | Miranda said that she felt hungry.                           |
| 3 | "I can't hear you!"                       | c | Jack said that he liked playing football.                    |
| 4 | "I like playing football."                | d | Sarah said that she was drawing a picture of her classmates. |
| 5 | "We are listening."                       | e | Amy said that she couldn't hear.                             |
| 6 | "I'm drawing a picture of my classmates." | f | The students said that they were listening.                  |

**C** Complete the second sentence using reported speech. Circle a, b or c.

- |   |                        |                                   |                |
|---|------------------------|-----------------------------------|----------------|
| 1 | "I am lost!"           | He said that he _____ lost.       |                |
|   | a was                  | b were                            | c did          |
| 2 | "We are feeling cold." | They said that they _____ cold.   |                |
|   | a feeling              | b were feeling                    | c have feeling |
| 3 | "I can't see anyone."  | She said she _____ see anyone.    |                |
|   | a couldn't             | b wouldn't                        | c didn't       |
| 4 | "I am scared."         | He said that _____ was scared.    |                |
|   | a I                    | b they                            | c he           |
| 5 | "My bag is heavy."     | He said that _____ bag was heavy. |                |
|   | a my                   | b your                            | c his          |

## Unit 8

**A** Complete the conversation between two friends. What does Rachel say to James about her visit to a castle?

James What did the guide say about the castle?

Rachel <sup>0</sup> f

James Did she tell you who built it?

Rachel <sup>1</sup> \_\_\_\_\_

James Did she talk about any battles?

Rachel <sup>2</sup> \_\_\_\_\_

James Did you ask any questions?

Rachel <sup>3</sup> \_\_\_\_\_

James And what did she tell you?

Rachel <sup>4</sup> \_\_\_\_\_

James Did you ask about the clothes they wore?

Rachel <sup>5</sup> \_\_\_\_\_

- a Yes, she said they wore very warm clothes because it was very cold in the castle, even in the summer.
- b She told me that they hunted deer and rabbits.
- c She asked if the Normans kept animals in the castle.
- d Yes, she said the Normans built it.
- e Yes, I asked her if they hunted wild animals in the woods near the castle.
- f She said it was 900 years old.
- g She told me the Normans spoke French.
- h Yes, she told me about the Battle of Hastings.

**B** Fill in the blanks. Circle a, b or c.

- 1 The assistant \_\_\_\_\_ me that the birds were very rare.  
a said                      b told                      c asked
- 2 I \_\_\_\_\_ her that I liked the yellow and blue ones.  
a said                      b told                      c asked
- 3 We \_\_\_\_\_ her if they came from another country.  
a said                      b told                      c asked
- 4 She \_\_\_\_\_ that they came from the South American rainforests.  
a said                      b told                      c asked
- 5 I \_\_\_\_\_ her if I could take a photo to show my sister.  
a said                      b told                      c asked
- 6 She \_\_\_\_\_ that it was OK.  
a said                      b told                      c asked



# Unit 10

---

Answer the quiz show questions. Choose a, b or c.

- 0 Is Madrid the capital of Spain?  
a Yes they are.  
**b** Yes, it is.  
c Yes, it will.
- 1 Did the Chinese invent writing?  
a Yes, they did.  
b No, they won't.  
c Yes, they could.
- 2 Is the River Nile in South America?  
a Yes, they did.  
b No, it won't.  
c No, it isn't.
- 3 Will the next Olympics Games be in London?  
a No, he didn't.  
b No, they won't.  
c No, they can't.
- 4 Is the Atlantic the biggest ocean?  
a No, it isn't.  
b Yes, it could.  
c No, it won't.
- 5 Were the Pyramids built by the Spanish?  
a No, he couldn't.  
b No, they weren't.  
c No, it wasn't.
- 6 Are kangaroos Chinese?  
a Yes, it is.  
b No, they don't.  
c No, they aren't.
- 7 Could the Romans speak English?  
a Yes, they could.  
b No, they weren't.  
c No, they didn't.
- 8 Was Shakespeare German?  
a No, he wasn't.  
b No, he didn't.  
c No, he couldn't.
- 9 Can penguins fly?  
a No, they can't.  
b No, they couldn't  
c No, they won't.
- 10 Have computers changed our lives?  
a Yes, they do.  
b Yes, they did.  
c Yes, they have.
- 11 Is the River Thames in England?  
a Yes, it does.  
b Yes, it will.  
c Yes, it is.
- 12 Was America an English colony?  
a Yes, it was.  
b Yes, it does.  
c Yes, it could.



## Unit 11

**A**

Read the sentences about the Earth.

Choose the best words (a, b, or c) for each space.

- 0 Mountains \_\_\_\_\_ by movements deep inside in the Earth.  
**a** are made                      **b** is made                      **c** make
- 1 Clouds \_\_\_\_\_ when the water drops cool.  
**a** forms                      **b** are formed                      **c** forming
- 2 When sunlight \_\_\_\_\_, you can see a rainbow.  
**a** colors                      **b** will split                      **c** is split
- 3 Steam \_\_\_\_\_ when water is boiled.  
**a** is made                      **b** makes                      **c** made
- 4 Electricity \_\_\_\_\_ on the wind farm using turbines or windmills.  
**a** heats                      **b** is generated                      **c** generates
- 5 When gases \_\_\_\_\_, you can make fire.  
**a** have burned                      **b** are burned                      **c** will burn
- 6 Lightning \_\_\_\_\_ by a thunderstorm.  
**a** is produced                      **b** has produced                      **c** produced

**B**

There's a volcano! What happens?

Choose the best answer (a, b or c).

- 0 People are asked to leave ...  
**a** by the police.                      **b** by the mountain.                      **c** by the volcano.
- 1 They collect their things and leave ...  
**a** by the scientists.                      **b** by bus.                      **c** by their friends.
- 2 Some people are rescued ...  
**a** by the mountain.                      **b** by helicopter.                      **c** by their houses.
- 3 The noise of the volcano is heard ...  
**a** by stereo.                      **b** by the mountain.                      **c** by people far away.
- 4 Rocks and lava are collected for experiments ...  
**a** by the police.                      **b** by the scientists.                      **c** by the tourists.
- 5 The villagers' crops are covered ...  
**a** by the ash.                      **b** by the scientists.                      **c** by the volcano.
- 6 Crops are grown on volcanic land ...  
**a** by scientists.                      **b** by farmers.                      **c** by tourists.

## Unit 12

- A** Read the article about building a theme park.  
Choose the best words (a, b or c) for each space.

The theme park <sup>0</sup> a very quickly and the project took only two years to complete. It <sup>1</sup> \_\_\_\_\_ to be an adventure park, suitable for the whole family. There were shops and cafés all around the park, and places to sit by the river.

The park <sup>2</sup> \_\_\_\_\_ in 2012 by the mayor. One year later, two hotels <sup>3</sup> \_\_\_\_\_ inside the grounds and a new train station <sup>4</sup> \_\_\_\_\_ nearby.

The theme park was popular with local people and companies, and it <sup>5</sup> \_\_\_\_\_ the Best New Business Award that year.

- |                    |                    |                   |
|--------------------|--------------------|-------------------|
| 0 a was built      | b build            | c is built        |
| 1 a designed       | b was designed     | c is designing    |
| 2 a is opening     | b open             | c was opened      |
| 3 a were built     | b was built        | c are built       |
| 4 a is constructed | b were constructed | c was constructed |
| 5 a was given      | b is given         | c gave            |

- B** Read the sentences. Circle a or b.

- The park \_\_\_\_\_ in 2012.  
a was opened  
b is opened
- The adventure activities \_\_\_\_\_ for children and adults.  
a was designed  
b were designed
- A café \_\_\_\_\_ near the entrance.  
a was constructed  
b is constructed
- One year later, a new train station \_\_\_\_\_ nearby.  
a was built  
b were built
- Last year, the park \_\_\_\_\_ an award for safety.  
a is given  
b was given

## Unit 13

**A** Read the sentences about Alex's birthday. What is the missing adverb of frequency? The first letter is already there. There is one space for each letter in the word.

- 0 I don't of t e n go to bed after nine o'clock, but I did today!
- 1 I u\_\_\_\_\_ have a party with my friends.
- 2 S\_\_\_\_\_ we go into town together, and other times we go to my house.
- 3 My parents a\_\_\_\_\_ buy me a present.
- 4 But they n\_\_\_\_\_ give it to me in the morning. I have to wait until the evening dinner!

**B** Read the story about Nasruddin. Choose the best word (a, b or c) for each space.

It was a <sup>0</sup> b day. Nasruddin went to the palace to have dinner with the king. He was very <sup>1</sup> \_\_\_\_\_. The food looked <sup>2</sup> \_\_\_\_\_! There was so much to eat: tender chicken with rice, tasty meat stews, <sup>3</sup> \_\_\_\_\_ salads, sweet fruit, and <sup>4</sup> \_\_\_\_\_ desserts.

Nasruddin sat down to eat. The king asked Nasruddin about the meat stew. "What do you think? Do you like it?"

"Oh yes, I do. It's <sup>5</sup> \_\_\_\_\_!"

"Really? Do you think so?" said the king. "I don't agree. I think it's a very <sup>6</sup> \_\_\_\_\_ stew."

"Yes, your majesty," said Nasruddin, "You are right. It isn't <sup>7</sup> \_\_\_\_\_ at all."

"What?" said the king. "I don't understand. You just told me that the stew is <sup>8</sup> \_\_\_\_\_."

"I did say that," answered Nasruddin, "but I serve the king, not the stew."

- |                 |             |             |
|-----------------|-------------|-------------|
| 0 a high        | b sunny     | c friendly  |
| 1 a busy        | b sad       | c happy     |
| 2 a delicious   | b pretty    | c kindly    |
| 3 a fresh       | b hard      | c old       |
| 4 a nicely      | b terrible  | c wonderful |
| 5 a awful       | b fantastic | c quietly   |
| 6 a bad         | b good      | c noisy     |
| 7 a good        | b badly     | c bad       |
| 8 a interesting | b fantastic | c cold      |

**C** Complete the five conversations. Choose a, b or c.

- 0 I think it's broken.  
a I'll ask her politely.  
**b** Don't worry—I'll open it carefully.  
c Yes, I'm late.
- 1 Can you hurry?  
a Yes, I'll come quickly.  
b Yes, I'll come slowly.  
c It's noisy.
- 2 Please work quietly.  
a Yes, OK.  
b I hope so.  
c Not at all.
- 3 Give me the fruit!  
a Please walk carefully.  
b Please ask politely.  
c Please eat silently.
- 4 Open your present carefully.  
a Yes, I'm here.  
b It's usually closed.  
c Yes, I will.
- 5 Don't run fast in here.  
a Maybe. It's late.  
b No, I'll run quickly.  
c OK, I'll walk slowly.

## Unit 14

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### Complete the conversation. What do the children say at their school board meeting?

Jeremy How can we make our school "greener", Rachel?

Rachel <sup>0</sup> h

Jeremy Perhaps if we talked about it at the school board meeting, we'd get some ideas.

Rachel <sup>1</sup> \_\_\_\_\_

Jeremy Let's go and talk to them now. What do you think about solar energy?

Matt <sup>2</sup> \_\_\_\_\_

Jeremy I agree. How else could we save the school some money?

Isabel <sup>3</sup> \_\_\_\_\_

Jeremy That's a great idea. We could put notes next to the light switches to help us remember.

Rachel <sup>4</sup> \_\_\_\_\_

Jeremy Yes. We should do that. And the printers, too.

Rachel <sup>5</sup> \_\_\_\_\_

Jeremy OK. We can ask the teachers about it tomorrow.

- a Yes, I think you're right.  
b If we asked the teachers to do it, too, we'd save even more.  
c It's important. If the school fitted solar panels to the roof, we would save money.  
d Yes, I'd like to walk to school.  
e If we always turned off the lights, we'd save electricity and money.  
f Me, too.  
g If we turned off the computers too, that would help.  
h I'm not sure.

## Unit 15

---

Read Kirsty's blog about her trip to visit her penfriend Marie, who lives in Australia. Are the sentences right (a) or wrong (b)? If there is not enough information to answer right or wrong, choose *Doesn't say* (c).

We set off early in the morning to the airport. It was still dark and I felt tired. My parents told me not to worry, but I felt nervous before I got on the plane. It was such a long trip. I felt cold on the plane and the flight attendant gave me a blanket. Eventually, I arrived in Australia. Everyone sounded strange to me. I've never heard people speak English before! The shops and houses looked different, too. When I arrived at Marie's house, I felt happy. My room looked really pretty, and there were nice pictures on the walls. Marie's mom cooked dinner, and it smelled fantastic. She's a great cook. The food tasted different to my mom's, but I liked it. I called home and told my parents that I would be OK.

- 0 Kirsty lives in Australia.  
a Right                      **b** Wrong                      c Doesn't say
- 1 Kirsty traveled to Australia by plane.  
a Right                      b Wrong                      c Doesn't say
- 2 She felt happy before the trip.  
a Right                      b Wrong                      c Doesn't say
- 3 She felt hungry on the flight.  
a Right                      b Wrong                      c Doesn't say
- 4 People's accents sounded strange to Kirsty.  
a Right                      b Wrong                      c Doesn't say
- 5 The shops looked the same as shops in her country.  
a Right                      b Wrong                      c Doesn't say
- 6 Kirsty liked the way the food tasted.  
a Right                      b Wrong                      c Doesn't say

## Unit 16

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Which notice (a–h) says this (1–5)?

- 0 It's dangerous to sit here.
  - 1 It's possible to learn circus skills here after class.
  - 2 It's impossible to get a ticket for the performance.
  - 3 It's easy to get a drink here.
  - 4 It's easy to find information.
  - 5 It's safe to park here.
- a Circus Show now closed. Sold out!
  - b Concert performers only.
  - c Circus programme available in all languages.
  - d Theatre café open all day.
  - e Car park open. Attendant on duty 24 hours.
  - f No seating. Risk of fire.
  - g Emergency exit this way.
  - h School circus club now open every evening!



# Grammar Reference



## Present Perfect

Use the present perfect to talk about things you've done in your life up to now.

*I **have** read many books about animals.*

Use short answers to questions in the present perfect to avoid repetition.

***Have you fed** the lions?*

*Yes, I have. / No, I have not.*

## Present Perfect Continuous

Use the present perfect continuous to talk about an action that started in the past and is continuing now.

*I **have been working** here for twenty years.*

*We **have been helping** to protect endangered species. (We are still protecting them now.)*

***Have you been working** with animals a long time?*

*Yes, I have. / No, I have not.*

Use *for* to talk about a period of time.

*I've **been working** at the zoo for three years.*

Use *since* to talk about a moment in the past.

*I **have been brushing** the ponies since 7:00 pm.*

## Future with Will / Will Not and Going To

Use *will* / *will not* to talk about facts in the future.

*The "Copterbike" **will** work as a motorbike and **will** travel at 200 miles an hour.*

*You **will not** need to wear a helmet.*

Use *will* / *will not* to make predictions about things you believe.

*There **will** be fewer accidents.*

Use *going to* to talk about future plans.

*In our next program, we **are going to** look at a new invention.*

Use *going to* to make predictions about things you see.

*I think you can see that I **am going to** have lots of fun!*

## Future with Present Continuous

Use the present continuous to talk about future plans, especially when you mention a specific time or place.

*Next week after school, Sultan and I **are meeting** to design our model spaceship.*

*We **are building** the real model in June.*



## Reported Speech with *Said That*

Use reported speech to tell someone what another person said.

Direct Speech	Reported Speech
I am in a cave.	He said that he was in a cave.
We are getting cold.	They said that they were getting cold.
I cannot walk.	He said he could not walk.

## Reported Speech with *Told* and *Asked*

Use *said* in reported speech if you don't say who the person was talking to.

"Ants live in giant nests." The guide **said** that ants lived in giant nests.

Use *told* in reported speech when you say who the person was talking to.

Use a name or object pronoun.

The guide **told me** that the ants lived in giant nests.

## Reported Questions

For reported questions, use *asked* + name or object pronoun + *if* or *whether*.

"Do ants eat flowers?" Farid asked **her if / whether** ants ate flowers.

For reported questions with question words, change the word order back to a normal affirmative sentence.

"Where are the ants?" I asked her **where** the ants **were**.

## Simple Present Passive

We can say the same things in two different ways by using active or passive sentences.

**The ash buries** the crops. (active)      The crops **are buried by the ash**. (passive)

We often put the most important information at the start of the sentence.

In the first sentence, the focus is on the ash. In the second sentence, the focus is on the crops.

We make the simple present passive with subject + *am / is / are* + past participle (*seen, played, etc.*).

## Simple Past Passive

We make the simple past passive with subject + *was / were* + past participle (*seen, played, etc.*)

The village **was opened**.

## Unreal Conditional

Use the unreal conditional to talk about something that probably will not happen.

**If we turned off** the lights, we **would save** electricity. (But we do not turn off the lights.)

## Infinitive as Subject

Use *it is* + adjective + infinitive to give your opinions or to say what you think.

**It is nice to meet** you. **It is easy to learn** how to juggle, but **it is difficult to do** it well!

They speak so quickly, **it is impossible to understand** them!





# Irregular Verbs

Base Form	Past simple	Past participle
be	was / were	been
become	became	become
break	broke	broken
bring	brought	brought
build	built	built
bury	buried	buried
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lie	lay	lain

Base Form	Past simple	Past participle
light	lit	lit
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written



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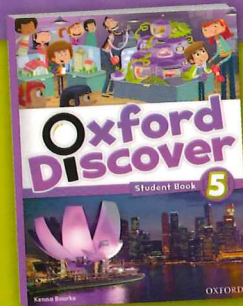
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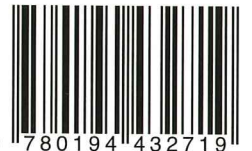


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